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ABSTRACT

The Contemporary Elementary and Middle School Physical Education Conference was devoted to over 30 workshops and demonstrations of games and sports that may be used by teachers to improve physical fitness and cardiovascular strength in young children. There were also seminars and workshops focusing on disruptive behavior, curriculum development, eating disorders, and individualizing physical education. Discussion groups considered parent attitudes toward physical education and therapeutic recreation in special education. Descriptions are given of class activities, games, and outdoor activities appropriate for children from kindergarten to eighth grade. (JL)

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PROGRAM
FOR
FRIDAY

CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE

JANUARY 17-19, 1985
GEORGIA STATE UNIVERSITY,
ATLANTA

U.S. DEPARTMENT OF EDUCATION
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FFF: Fabulous Field Day--\not Frantic Frenzied Disaster (K-8)
Mary E. Smith, Morrow Elementary School, Clayton County Schools

FIELD DAY SUGGESTIONS

Supportive principal, staff, and lunchroom personnel make a successful field day possible. Our teachers are responsible for carrying out the events in any order they choose as long as equipment needed is not in use. They get their own equipment and

return it to a central location outside. The lunchroom provides sack lunches to eat outside. The P.T.A. purchases the ribbons for us each year, or these can be made with construction paper at minimal cost.

Parents are invited to come and watch or come and help with their child's grade level. We have had excellent parent involvement over the past 9 years. Parents may be runners to get needed equipment, returning it after the event, judges, or huggers at the end of lanes. Notes are sent home with the information and return slip if they can help and at what time. (Attached copy)

County office personnel are invited by personal letters sent by our students. We have excellent attendance from this office. Teachers guide students in the letter writing activity so that the event is interdisciplinary.

Special characters may be invited, for example, Krystal Critters, Chief Noc-a-Homa.

Flexibility is a must! You never know what will happen during the day. Some grades may find it impossible to complete all their activities in one day, and they may need to finish the following school day, and they may need to finish the following school day. Have a rain date established - just in case.

Ancillary personnel are used in those grade levels that need extra help. Everyone participates; principal, aides, librarian, reading teachers and secretaries.

Prior to field day teachers should have all necessary paperwork given to them. Give this information out well ahead of field day to make sure the teachers understand their responsibilities. This includes:

1. Event Rules - If the teachers are not familiar with this relay or race there is a written explanation in his/her hand and a copy of the general rules concerning the number of events, heats, etc.

2. Team Sign Up Sheets - Teams can be picked by kids among their own homeroom or among the grade level. (For practicing it is much easier to have teams from one class with extra students being placed together on a team.) It takes 4 students to make one team. In most cases, races will have to be run in heats to accomodate all participants. Finalists will be winners of previous heats. To be in the final heat you must place first in your heat.

3. Each teacher receives a list of events for that grade level with suggested order (to prevent everyone needing equipment at the same time).

Events are chosen that would be appropriate for each grade level.

Competition is on grade level . . . all first graders compete with only first graders, etc. Special education students are mainstreamed in with their appropriate grade. Their teachers work at their grade level. All ability levels for each grade level range from easy to difficult.

Students select the events they want to be in. This is done with their classroom teacher. Practice may be done during physical education time preceeding their choosing so they can see what is more fun and what they want to participate in. All students for each class compete as a team for Tug-of-War and they may choose 3 out of 5 individual events and 4 out of 6 team events. (This may vary some according to grade level.) All class members participate in Tug-of-War. This selection of events means that no student is in every event so there are many winners.

Grade levels have their own set of lanes marked and a free area on a designated part of the play yard. We don't get in each other's way.

Ribbons at the end of the day . . . Each teacher keeps a copy of her class participants and the events in which they are entered. At the end of each event the teacher marks where that person or team places. At the end of the day, all ribbons are awarded among each grade level. This is a good cooling down, calming, and bringing together all of the day's events.

Each grade should have an approximate number of ribbons teachers will need already in their rooms. Additional ribbons available if needed. First through sixth place ribbons are given to include as many winners as possible, but some teachers may choose to go only to fourth or fifth place. A sportsmanship award ribbon is given if no other ribbon is won during the day. Every child takes a least 1 ribbon home making EVERY CHILD A WINNER.

Field day need not be expensive. Choose activities that you already have any needed equipment for. Balloons, etc. will usually be donated by a bank, realty company, or restaurant chain, etc. If drinks are provided for students, McDonald's or Burger King will usually donate this along with cups and napkins. (Our P.T.A. has been providing 2 or 3 drinks per child on Field Day. Has worked well.)

Have a photographer on hand to capture the special moments. Students really enjoy seeing these later in the year or the next year. The pictures are also good for P.R. for a P.T.A. presentation. Local newspapers should be notified to be on hand to take pictures of the kids. If video taping equipment is available you might consider taping events. Taping is an excellent way for a grade level to see what others do and what they have to look forward to for the next year. Keep the tape, replay it in a couple of years and let the students see how much they have changed!

SUGGESTED ACTIVITIES

Most events must be in heats, using six (6) lanes to accomodate participants. Only the first place winner from each heat goes on to the final heat. Each grade level has different events with some events the same as the grade level below.

This is a list of some of our favorites that we use at our school.

KINDERGARTEN

Romper Stomper Relay
Obstacle Run
Balloon Relay (Sit On)
25 Yd. Run
Bean Bag Relay
Bean Bag Toss
Ball Between Knees Relay

FIRST

Sit on Balloon
Obstacle Run
Over Under Relay
Shuttle Relay
Bean Bag Relay
Potato & Spoon Relay
Airplane Flying
Rope Jumping (2 Adults turn rope and count the number of jumps made before a miss)
Standing Broad Jump
50 Yd. Dash

SECOND

Sit on Balloon
Potato & Spoon Relay
Back to Back Relay
Over Under Relay
Bean Bag Relay
Individual Events same as First Grade.

THIRD

Sit on Balloon
3 Legged Race
Potato Sack
Over Under Relay

Individuals

50 Yd. Dash
Standing Broad Jump
Gum Blowing (Biggest Bubble)

AIRPLANE FLYING

Airplanes are made at school with the same paper, no staples, no gym clips. Only markings to identify owner of plane.

FOURTH

Potato Sack
Balloon Relay (Face partner, place a balloon between foreheads and race down and back against other teams)

Individuals

Tire Hurdles (Tires stacked 3 high, run, jump tires, run, etc.)

FIFTH

Shuttle Relay*
Wheelbarrow
Potato Sack
3 Legged Race

Individuals

50 Yd. Dash
Standing Broad Jump
Gum Blowing
Airplane Flying
Softball Throw*

50 Yd. Dash
Airplane Flying
Standing Broad Jump
Gum Blowing

SIXTH

Potato Sack
3 Legged Race
Tire Relay (Team member steps inside of car tire, pulls tire to waist and runs to opposite line. Drops tire, runner gets out and lets next team member in to run back to original line.)

Individuals

50 Yd. Dash
Obstacle Course Run (Timed event which included running, climbing, jumping, sliding down fireman's pole and crossing swinging bridge.)
Airplane Flying
Gum Blowing
Balloon Stomp (Each studnet gets a balloon, already inflated, and tied with a string to place around their ankle, balloon to the outside. Object is to pop as many other balloons as possible without getting your own balloon popped.)

GOOD IDEAS . . . . .

Team Events are mixed teams of boys and girls. Individual events are fun separately, boys run against boys in 50 Yd. Dash, etc.

Most important to have adults to keep up and mark team finishing places and writing it down to use when presenting award ribbons.

3 Legged Race ties easily made from narrow (10 speed) bicycle inner tubes. Can be cut and get three or four strips from one tube. Tie into a good knot then teams need only to stretch the tube to get it on and off and they don't need to untie knot.

Potato Sack bags can be saved from your school cafeteria, cabbage or onion bags. These may be purchased from seed stores or Atlanta Farmers Market Hamper House (for those of you close by). Good idea to practice this event with old bags and save the better ones for Field Day. They get holes in them pretty quick!

Field Day need not be expensive. Use the equipment you already have. Get balloons donated and gum donated. If serving drinks they will usually be donated.

Have a free area marked off adjacent to each grade levels lanes. This is where the students not in that particular event stay. Teachers use popsicle sticks and yarn to outline the area. It can also be marked off with line marker when doing the lanes. This makes it much easier to keep up with the non-participant in each

event.

When marking off lanes with line marker make them dark enough--just in case it rains over night. Don't get washed away! Number at least # one lane to make it easier to line up participants for their heats.

Physical education or classroom teacher should talk about Field Day and what will happen. Discuss heats, staying in lanes, sportsmanship and how ribbons are awarded (not awarded to individual heat winners but to finalist only).

Remember to have a photographer on hand. The kids love to look at the pictures and find themselves and their friends.

Most importantly remind students this is a day to do your best, not necessarily win, but to have a GREAT TIME.

The attached copies which follow are only examples that have worked well in our situation. These may be used by your school as ideas to build upon.

FIELD DAY 1983

Events

1. Shuttle Relay
2. Wheelbarrow
3. Potato Sack
4. 3-Legged Race
5. Over & Under
6. Tug-o-War - Smith-Hogard
7. Airplane - Brewer - Top 3 - Run off
   Softball - Smith - Top 3 - Run off
   Broad Jump - Hogard - Measurements Top 5
   50 Yd. Dash - Brown - Top 3 - Run off
8. Airplane - Smith
   Softball - Hogard
   Broad Jump - Brown
   50 Yd. Dash - Brewer
9. Airplane - Hogard
   Softball - Brown
   Broad Jump - Brewer
   50 Yd. Dash - Smith
10. Airplane - Brown
    Softball - Brewer
    Broad Jump - Smith
    50 Yd. Dash - Hogard
11. Airplane - Run offs
12. Softball - Run offs
13. 50 Yd. Dash - Run offs
14. Tug-o-War - Pull offs
15. Ribbons

EVENT I - Shuttle Relay - (4 on a team)

(1) Heat 1 -

Lane 1	Lane 2	Lane 3	Lane 4

(2) Heat 2 -

Lane 1	Lane 2	Lane 3	Lane 4

GRADE_____TEACHER_____

EVENT 1

A RELAY	B RELAY	C RELAY
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
4._____	4._____	4._____

EVENT 2

A RELAY	B RELAY	C RELAY
1._____	1._____	1._____
2._____	2._____	2._____
3._____	3._____	3._____
4._____	4._____	4._____

Dear Parents,

We are planning our annual Field Day for Saturday, May 14. We will be outside from 9 a.m. until 1:30 p.m. running races, both individual and team events. We need parents to help the teachers run their own races and helping to make sure the right kids get to the right lanes and right events, and so on. If you could help us on that day please sign and return the bottom of this paper. You don't have to work for any certain length of time or certain part of the day. Thanks for your help. If you can't work please come by and watch.

Parent Name_____Child's Name_____
Grade of Child_____Time you would prefer to work_____
Child's Teacher_____I will try to put you in your child's class to work, if possible. If postponed due to inclement weather our rain date will be Friday, May 20.

Puppet Fun for Everyone (K-8)
Jane B. Doss, Berry College, Mount Berry
Steve L. Price, Columbia Seminary, Decatur

PUPPET FUN FOR EVERYONE

The world of puppetry is wide and varied. The sky is the limit when it comes to ways and places to share this art. Puppets are not just for children, but have appeal for the young at heart, no matter the age.

This session is designed to open or expand your visions with an array of ideas and samples of how you as educators and professionals might become involved. It is an informal "show and tell" session that will include background and history, exposure to a variety of types of puppets, and a performance of several musical numbers.

May Pole Dance (K-8)
Sherri O. Smith, Fort McClellan Elementary, Anniston, Alabama

The Maypole Dance

The Maypole Dance is a survival of an ancient fertility rite. In its oldest form, it was a circle dance around a tree. Today, the tree has been replaced by a gaily festooned pole which has become a symbol of spring. The Maypole Dance is the high point of May Day festivals.

RECORD: Maypole Dance (Folkraft #1178).
FORMATION: A column of couples, numbered off in two. Any number of couples divisible by four may participate. Twelve couples is the recommended number

for most groups. Column may be divided into two sections for entrance from opposite sides.
STARTING POSITION: Girl on partner's right, inside hands joined.

Entrance

Measures: 1-32 -- Couples enter from same side, or in two columns from opposite sides, and encircle pole, skipping or running counterclockwise. On reaching their place, couples continue to skip or run in place, or join both hands with partner and swing clockwise, ending with a bow or curtsey.

Boys Present Ribbons

Measures: 1-4 -- Boys walk forward, kneel on one knee, and unfasten two ribbons (pegs used to secure ribbons should then be tossed close to pole, at a safe distance, away from the dancing area). 5-8 -- boys return with one curtsey as they receive their ribbons. (The distance from the circle to the ribbons will determine the number of steps and whether two or four steps are taken to a measure.)

Simple Weaving

Wind: Face Partner. Girls hold loop of ribbon in left hand, boys hold loop in right. Use free hand to assist in managing ribbon by slipping free hand as high up the ribbon as convenient. Measures: 1-4 -- Girls weave under boys' ribbons, progresssing one place clockwise with eight skips, moving out to new position incircle, greeting new partner with a curtsey. 5-8 -- Boys weave under girls' ribbons, progressing one place countercloskwise, with eight skips, moving out to new position in circle, bowing to new partner. 1-32 -- Entire pattern of measures 1-8 done four times, boys ending the "wind." Unwind: Face in opposite direction and transfer ribbon to other hand. Measures: 1-32 -- Boys start the "unwind." Repeat the "simple weaving" pattern, unwinding the ribbons, ending with a bow or curtsey to partner when girls complete the "unwind," returning to place. (Older groups, or experienced Maypole dancers, may prefer to make twice the number of changes, progressing to each new place with only four skips. This may be more spectacular but it does not allow for the friendly salutations possible with the eight count changes.)

Circling: All slip right hands through loop in ribbon and join hands in a single circle, facing center, left foot free. Measures: 1-8 -- Circle left with sixteen slides sideward. 9-16 -- Circle right to place with sixteen slides.

Double Weaving

Wind: Number One couples turn to face Number Two couples, boys in inner circle, nearest pole. Boys hold both ribbons in hand nearest pole and link other arm with partner, or each holds own ribbon in hand nearest pole and joins other hand with partner. Measures: 1-4 -- "Ones" dance four slides in, toward pole, weaving under "Twos'" ribbons; then four slides out to circle, progressing one place clockwise. 5-8 -- "Twos" dance four slides in, toward pole, weaving under "Ones'" ribbons; then four slides out to circle, progressing one place counterclockwise. 1-32 -- Entire pattern of measures 1-8 done four times, one couple active at a time, "Twos" ending the "wind."

Unwind: All face in opposite direction, boys remaining in inner circle, nearest pole, and transfer ribbons to other hand. Measures: 1-32 -- "Twos" start the unwind. Repeat the "double weaving" pattern, unwinding the ribbons, ending with a boy or curtsey to opposite couple when "Ones" complete the "unwind," returning to place.

Barber's Pole

Wind: Partners face girls in inner circle, facing clockwise; boys in outer circle, facing counterclockwise. All hold ribbon in hand nearest the pole. Measures: 1-8 -- Circle in opposite directions with sixteen skips, winding ribbons around the pole. The girls' ribbons will twist aroung the pole while the boys' ribbons will rotate the revolving top or wind above the ribbons of the inner circle.

Unwind: All face about and transfer ribbon to other hand. Measures: 1-8 -- Reverse direction, circling in opposite directions with sixteen skips, unwinding the ribbons and returning to place.

Single Weaving and Finale

Single Weaving: Partners face. All hold ribbons in right hands. Measures: 1-64 -- All weave simultaneously, as in "Grand Chain" or "Grand Right and Left" without joining hands, passing partner on right, next one on left, and continue to weave around circle, girls skipping clockwise, starting to weave "over and under," while boys skip counterclockwise, weaving "under and over."

Activities of the program will determine the finale and exit of the Maypole Dance. If the program is to continue around the decorated pole, plait as long as possible, then release ribbons and end dance in a single circle with bow or curtsey to partner.

If an exit is necessary, plait as long as desired, allowing enough music for participants to leave dancing area.

Exit

The dancers may start the exit figure on signal from a leader, or after plaiting for a specified number of measures, or after partners have met a specified number of times.

The exit may be a gay, informal one, with everyone skipping off in all directions, or a repetition of the entrance, skipping off in the same order in one or two columns or a "serpentine," with one person leading the group with all hands joined in a single line.

Reference: TEACHERS' DANCE HANDBOOK, Number One, Kindergarten to Sixth Year by Kulbitsky and Kaltman. Bluebeard Publishing Company, Newark, New Jersey. (Olga Kulbitsky)

Moving Into Mathematics (K-3)

Rosalie Jensen, Department of Curriculum and Instruction
Georgia State University

The application of movement to academic areas provides a link between creative self-expression and the acquisition of subject matter. At the present time movement activities are often reserved for the playground, or they are introduced as an aid to self-exploration and relaxation. Movement can be used in even greater depth to provide a basis for learning academic skills and self-discipline and for exercising the imagination.

The purpose of this presentation is to provide examples of classroom activities suitable for young children. The activities are designed to develop concepts and skills in the following areas: relations in space; classification and description; whole numbers and numerals; whole number operations; geometry; measurement. Participants will have opportunities to engage in activities involving nonlocomotor, locomotor, and manipulative skills. The intent is to provide readiness for pictoral and abstract work often found in children's textbooks and supplementary materials.

By arousing and capturing attention through movement, the teacher can offer opportunities for constructing a sound mathematical base through instruction geared to the developmental capabilities of the young child.

The following activities are taken from Teaching Mathematics to Young Children, written by Rosalie Jensen and Deborah Spector and published by Prentice-Hall, Inc., in 1984.

A. Relations in Space

1. Choose a directional relation, such as "up." Help children discover which body parts can be moved in that direction by giving instructions such as these:
   - Raise one arm up; the other arm; both arms.
   - Lift one knee up; the other knee; both knees. Can you make these moves while standing? seated? lying down?
   - What other body parts can you raise up while standing? sitting? lying on the floor?

2. Give children movement experiences to help them learn about positional relations. For example, give each child a chair or desk in a space large enough to permit moving around it. Try instructions such as:
   - Walk around your chair. Move around in a way other than walking.
   - Move around your chair backward.
   - Put some part of your body under the chair; on top of the chair; beside the chair; in front of the chair.

B. Classification and Description

1. Sorting. Place a set of geometric blocks of different shapes and colors on a table. Have the children move freely to music or a drumbeat. As each child passes the box, have him or her pick up a

shape and hold it up while continuing to move. When you see that all children have shapes, call out "Freeze." Call out an instruction to obtain groups of children with pieces that share particular characteristics. For example, say: everyone with the same shape form a group; now move in a circle going to the right, to the left; now separate; everyone with the same color form a group; now jump up and down; separate.

2. Patterns. Have children sit in a circle. Begin a simple pattern, such as clap, snap, clap, snap. Each child joins in as he or she perceives the pattern.

   Variation
   - Have children suggest body movements that can be used to create patterns, such as: clap, jump, clap, jump; bend knee, straighten, bend, straighten; step, hop, step, hop.

C. Whole Numbers and Numerals

1. Secret Message. Bounce a ball a certain number of times. Ask one child to name the number of bounces. If correct, the child is the next to send the secret message.

2. Use a floor number display. Call on one child at a time to do movements like these: Tiptoe through the squares 1, 2, and 3. Hop through the squares 1, 4, and 7. Run lightly through three squares and name each that you step on.

   Variations
   - Have one child at a time solve problems like: Place one foot on 3, one knee on 5, one hand on 8, and one hand on 1.
   - Give each child a bean bag to toss onto the display. If the bag lands in a square, have him or her then choose a movement to perform the number of times indicated by the numeral.
   - Have the child throw two bean bags, one to represent tens and one to represent ones, and name the two-place number represented by the digits that the bags hit.

3. Display a specific number and have children "write" it with different body parts. Using 2 as an example:
   - Write 2 slowly on the ceiling with one hand; quickly with one finger in front of you; with your right hand beside you; slowly on the floor with your left foot; with one elbow; with one knee; with both hands at the same time. "Susan, tell us a body part to use to write 2."

4. Make two or three sets of large numeral cards for 1 to 10, each set a different color. Separate the class into groups of the same size and give out the numerals in order in each group. Play music as children move freely. On a given signal each child with number 1 finds the child in the group with number 2. The child with number 2 links up with number 1 like a train car with an engine. On the next signal the child with number 3 links up behind number 2, etc. All children who are not linked move freely while the children in "trains" move together. When the music ends all children should be moving in

trains.

D. Whole Number Operations

1. Bounce the ball in two sequences. Ask the children for the sum of the two numbers. Toss the ball to a child who bounces two different sets with the same total. When the ball is tossed back, toss it to another child for two different sets. Continue until all combinations have been found.
2. Give each small group of children a verbal problem to dramatize. Each group should act out the problem and allow the group to solve it. Props may be used so that members of the group can show things being joined, taken away, or compared.

3. Play music and have children move about. Stop the music and call out a number. Children form groups with that many members. Ask spectators to make a statement about the original number of children, the number in each group, the number of groups, and the remainder.

E. Geometry

1. Use a set of geometric blocks. Play "Pass the Block." Give each child a block and have children sit in a circle. As music plays, the children pass the blocks in one direction. When the music stops, each child should be holding one block. Use suggestions such as: Everyone who has a trianble, stand up and clap three times. Everyone who has a circle, stand up and turn around.

2. Our bodies provide a wealth of examples of line symmetry. To begin, have each child find a personal space and pretend that a line separates his or her body into two parts. Explain that these parts are alike; thus, whatever one does with one side can be done with the other. Try some of these movements: Raise one are so that it is parallel to the floor; lift one arm so that your hand points to the ceiling; place one hand on your head; one elbow at a right angle. In each instance, the children should have the "other side" of the body imitate the movements.

F. Measurement

1. Have a "Measurement Olympics" in which the events are activities link jumping, hopping, blowing a straw, tossing a ping pong ball. In each case measure the distance obtained by each contestant.

2. Have children count and record things like: Number of hops in a given length of time; number of finger snaps in a given length of time; number of times to inhale deeply while relaxed; number of times to inhale after running in place for one minute.

3. Use a clock or stop watch to time activities in the classroom, such as time needed to: clean up room before going to lunch; line up in an orderly fashion to go out on the playground; clear desks and get paper and pencil.

Variation

- Reintroduce "Measurement Olympics" activities and allow children to take turns timing them.

Good Grief, It's Raining! (K-6)
Billette D. Owens, Venetian Hill School, Atlanta City Schools

You wake at 5:30, the alarm clock radio is blasting out the day's weather report, "Showers expected all day today." Good grief it's raining, what do I do in Physical Education today? In this session fun games and activities that can be used in the classrooms, auditorium, cafeteria or large hallways. The next time it rains on a school day, instead of saying, "Good grief, it's raining" you'll say "Oh great, it's raining."

A. Warm-up
B. Presentation
   Games and Activities
C. Sharing

I Dare You to Put Fitness, Fun, Sports and adventure in Your Middle School Program! See How Griffin Middle School Did It Using Georgia's New Middle Grades Physical Education Curriculum
Gene Godfrey, Sharon Tucker and Mike Hogan, Cobb County Schools

Griffin's physical education program coincides with the overall middle school philosophy: that of (1) individualization, (2) exploration, and (3) transition. The aim of our program is to allow each student to explore the world of sport and adventure activities and to provide assistance in finding activities with appeal to which each may be suited.

Griffin's middle school physical education program is made up of two parts: (1) the instructional activity program conducted during the regular school day and (2) the intramural activity program offered both before and after school. The instructional program highlights a broad exposure to the world of sports and adventure activities expanded over a three year period of time. Each year's experience includes a comprehensive and balanced program of activities, drawn from eight curricular areas: fitness, combatives, lifetime sports, recreational games, outdoor adventures, rhythm and dance, tumbling and gymnastics, and team sports. The intramural phase serves, to a great extent, as the laboratory part of the physical education instructional class. Both endeavors are aimed at meeting the needs of the entire middle school student body.

During the session, Griffin's physical education and intrmural programs will be explained in depth. The curricular areas of lifetime sports and outdoor education showing the required activity unit at each grade level will also be discussed.

Teaching Values Through Combative Activities (4-8)

Don Hellison, Portland State University, Oregon

Participants will be taken through a modified boxing-karate-combatives games program that is presently being used in a variety of educational settings (from fourth grade through high school) for teaching the values of self-control, self-responsibility, and helping others to kids. The following experiences will be included in the presentation:

1. A skills progression which emphasizes defensive skills and tactics.
2. An intensity progression which begins with self-practice and progresses to combative games and modified sparring depending on individual goals and needs.
3. An evaluation progression which begins with instructor feedback in relation to form, speed, and accuracy and progresses to self-evaluation based on personal goals.
4. A values progression which begins with self-control and progresses to self-responsibility for personal goals and finally to helping others as an essential part of the combatives experience.
5. A daily routine for teaching combative activities.
6. Individualized instructional strategies to help each participant progress at his/her own rate.

Values Education Progression

1. Self-control
2. Involvement
3. Self-responsibility
4. Caring

Sparring Progression

1. Wall to wall drill
2. Rubberband drill
3. Shadow sparring
4. Combatives game
5. Focus pad drill
6. Offense-defense with line
7. Modified line sparring

Daily Routine

1. Stretch and strengthen
2. Introduce new skills
3. Skill review
4. Sparring
5. Independent study
6. Reflection time

Skills-Tactics Progression

1. Stance
2. Footwork
3. Arm cover
4. High lead hand block
5. Knee Block
6. Jab
7. Straight rear hand
8. Front kick
9. Round kick
10. Side kick

Evaluation Progression

1. Working form
2. Improvement
3. Personal goals

Hoops, Hoops...The Latest Scoop:
Modernizing Traditional Games and Dance with Hula Hoops (K-3)

Terry H. Walker, Cliftondale Elementary School, Fulton County
W. Suzanne Crowe, Conley Hills Elementary School, Fulton County

Many times we get stuck in a rut teaching very traditional games and challenging students to make-up their own games on the primary level is very hard. Old traditional games and dances can be changed and given a new flair simply by adding hula hoops. Think of your favorite game and with some simple adaptations you have a new game, instead of dodgeball you can play dodge hula hoop. The games are easily taught because rules have already been established. Hoops can provide that new twist you are looking for by taking the place of balls, ropes, cones, bean bags and other equipment.

A. Games

1. Dodge Hula Hoop
   Equipment: 1-3 hoops. Formation: circle. Number of children 1-4. Each group will get a turn inside the circle. Roll hula hoops across circle trying to hit the participants. (Safety rule: No throwing hoops.) If you get hit join the outer circle. When 1 child is left incircle change groups.
2. Hula Hoop Pick-Up Sticks
   Equipment: 1 hoop per students. Formation: circle. On the signal everyone rolls their hula hoop into the center of the circle. After all hoops have landed, take turns picking up hoops. The object is not to move the other hoops. Work up to having students track their own hoop in circle.
3. Hoop Tag
   Equipment: 1 hoop per student. Formation: open space with specific boundaries. The taggers are small groups of 3, 4, or 5 who all have the same color hoops. Blue hoops are the taggers, any other color tagged must sit inside hoops till all are tagged. Change the color of the taggers; give one color the task of freeing those who have been tagged; hoops must tag hoops not the runners themselves.
4. Tic-Tac-Toe
   ooo
   ooo
   ooo
   Equipment: 9 hoops placed on floor
   Rules are same as in regular tic-tac-toe except people stand in the hoops representing an "X" or an "O". Divide class into 2 teams, one being the "X" and the other the "O". First person on each team begins the game by standing in the hoop of their choice, teammates follow 1 at a time. Vary the game by identifying each child with a colored "penny", or ask them to make the shape of the "X" or "O". With no help from teammates, the person must decide which hoop to be in - he must be aware of who his teammates are and watch their placement closely.
5. Bumper Cars
   Equipment: 1 hoop per child. Formation: scattered. Standing inside and holding their hoop, on signal the "bumper cars" begin moving around a designated space trying to avoid being bumped. Only hoops can bump against each other. After a short period another signal, the "electricity" is turned off and see who has had their car bumped.

6. Call Ball
   Equipment: 1 hoop. Formation: Large circle, each with a #. Played as before, call out a number but instead of tossing up a ball, spin a hoop on the floor. Number called must pick up the hoop before it stops spinning and falls down.
7. Pass the Hoop
   Equipment: 1 hoop per team . Formation: each team in a circle. All join hands in a circle, the hoop is between 2 people over their interlocked hands. On signal the hoop must move around the circle over each person's body without breaking the joined hands. Team to get hoop back to original starting point wins. To liven things up add some music such as The William Tell Overture.
8. Hopscotch
   Equipment: any number of hoops to make hopscotch design. Formation: create your own design, traditional. Use hoops to form the grids, good for indoor spaces.
9. Horseshoes
   Equipment: 2 hoops per person, stakes or traffic cones. Formation: set-up cones so that the hoops may be thrown over them as horseshoes. Play as in regular game, 2 throws per person, point system.
10. Musical Hoops
    Equipment: 1 hoop per person. Formation: scattered. As in musical chairs, each person and their hoops are scattered, when the music begins they move in and out around all the hoops in a designated way (hop, skip), when the music stops all must find a hoop to stnad in. May be played eliminating one hoop each time as well as a person or by eliminating a hoop and establishing a rule that more than one person may be in a hoop (cooperatively).
11. Octopus Tag
    Equipment: 1 per tagger. Formation: The octopus taggers are spread out in an open space while the fish are on one side. Octopus are standing in their hoops. On signal, the fish run from one side to the other trying not to be tagged. If the octopus tags someone then they become part of the octopus tentacles and must sit in a hoop where tagged. The new tentacles must also help tag.

Rhythms and Dance

1. Hokey Pokey
   Equipment: One hoop per set of partners. Formation: Double circle with aprtners holding hand between them. Place body parts in and out of hoop. "Do the hokey pokey and turn yourself around" - lift the hoop overhead and turn around once. Chorus - Rock body and hoop in place or shuffle step to the right and then to the left.
2. Patty Cake Polka
   Equipment: One hoop per set of partners. Formation: Double circle with partners holding hoop between them. All steps are the same as traditional dance except for the following: 1. When partners are supposed to clap both hands, bend knees and tap hoop on knees instead; 2. On right elbow turn, hook elbow to hoop.
3. Bunny Hop
   Equipment: One hoop per child, except for last child in line. Formation: Single file line holding hoops around body. (Instead of holding onto students hips in front of you, you must hold onto their hoop, too.) Follow basic dance steps. The hoops help with spacing.
4. Pop Goes the Weasel

Equipment: One hoop per three students. Formation: Triple circle all facing ccw. Three students hold hands with the two outside students holding the hoop in front of the middle person. Follow basic steps. On "Pop Goes the Weasel," the middle student will step through the hoop and skip in the next group in front of him. Change the groups so that everyone gets a chance to be the weasel.

5. Virginia Reel (Simplified)
   Equipment: One hoop per set of partners. Formation: Column of four, five or six couples, facing each other holding hoop. Follow basic steps. Forward and Back - lift hoop up and down. Right and left elbow swing - hook elbows with hoop and circle. Two-hand swing - turn while holding the hoop. Do-Si-Do - lift hoop overhead, walk hands (hand over hand) around the hoop in do-si-do fashion. Head couple: Sashay down and back and cast off - follow basic steps. Form an arch and the others go through - form arch with hoop.
6. Seven Jumps
   Equipment: One hoop per student. Formation: Single circle, everyone facing in holding onto hoops. Follow basic dance steps, placing hoop on floor when needed.
7. Chicken Fat
   Equipment: One hoop per student. Formation: Open space. Follow directions using hoops to vary the exercises.
8. Aerobic Dances
   Equipment: One hoop per student. Formation: Line, open space, or circles. Add hoops to increase aerobic benefits. Hoops will place an emphasis on arm movements.
9. Square Dance
   Equipment: One hoop for each boy in a square. Formation: Four couples in each square. Follow the directions for any simple square dance. (See: Virginia Reel.)
10. Classical and Popular Music
    Use any piece of music and create your own dance using hoops and different movement techniques. Example: "Hooked on Classics."

C. Warm-Up and Cool-Down Exercises
   1. Jumping Jacks: Arms and hoop go up and down while feet go apart and together.
   2. Arm Circles: Twirl hoop on arm.
   3. Side Stretches: Hold the hoop with two hands, arms overhead and stretch to the side.
   4. Push-ups: Hoop on the ground with hands inside the hoop.
   5. Sit-ups: Hold hoop overhead, sit-up touching hoop to the floor in front of toes.
   6. Side Bend Toe Touches: Two hands holding hoop overhead, bend and touch toes placing hoop flat on floor.
   7. Leg Stretches: Stretch legs over hoop or with one leg in hoop and one leg out of hoop.

D. Be Creative
   1. Tinkling with hoops.
   2. Hoops to replace streamers or ribbon activities.
   3. Lummi stick hoops.

The Attitudes and Knowledge of Parents of Fouth Grade Children Toward Elementary School Physical Education

Craig A. Buschner, University of Southern Mississippi, Hattiesburg
Denise Rhodes, Sacred Heart School, Hattiesburg, Mississippi

Parent attitudes and input are important for effective implementation of the physical education curriculum at the elementary level. The purpose of this study was to examine current attitudes and knowledge of parents toward the elementary physical education programs in their respective schools. Five areas were analyzed in order to substantiate parent attitudes and knowledge. The five areas were: (1) the importance of elementary physical education, (2) parent knowledge of elementary physical education, (3) assignment of responsibility for teaching in elementary physical education programs, and (5) program modification, that would increase parent support.

The sample consisted of 195 parents of fourth graders in Lamar and Forrest Counties and Petal city schools of Mississippi. A questionnaire was designed by the researcher. After validation and revision the data provided percentages and frequency distributions concerning attitudes of the parents toward elementary physical education.

Results indicated that parents felt elementary physical education was important. Parents believed elementary physical education should be taught on a daily basis for a minimum of thirty minutes per day. Parents believed a physical education specialist is essential to a successful program. Pareents were willing to pay extra taxes to see that elementary physical education is taught by a specialist. Parents were willing to volunteer their time and/or services to help develop successful programs. Parents did not feel informed as to goals and objectives of the physical education curriculum. Parents have a variety of attitudes about what should be taught in elementary physical education. Finally, parents felt grades (based on specific criteria) should be assigned to students.

The following recommendations were offered: (1) Additional parent populations (state-by-state) should be surveyed to get a broader range of attitudes. (2) Similar studies should be conducted by teachers, administrators and legislators to determine the attitudes they have toward elementary physical education. Comparisons of these populations could help determine where problems exist in physical education. (3) Findings from such studies can be used to document the need for quality elementary physical education programs. (4) Information should be provided to parents in a sequenced year-to-year Elementary Physical Education Curriculum. This way parents would be aware of goals and objectives. (5) Comprehensive testing needs to take place to assess the elementary child's current level of physical fitness and motor skills. Also, we need to determine what children know and value about physical education.

If physical education programs are to be updated and innovative curricula introduced, it is vital that clear communication exists between educators and parents. The attitudes of parents are important and should not be discounted. Studying parent attitudes can provide

data to assist physical educators in documenting the worth of elementary programs.

Beach Ball Volleyball (4-8)

George Fisher, Austin Peay State University, Clarksville, Tennessee

A team type concept for all grade levels from grade 4 to high school. The game, with simple rules, enables all ability levels to compete, have fun, and feel wanted. The game teaches basic skills, gets everyone involved, is highly competitive, and is flexible enough for all grade levels.

It is a game that can be played anywhere. No sophisticated courts or nets are needed. You can use 2 players, 3 players, or 50 players and still make it competitive. It is versatile and most useful for co-educational classes.

The cost for the game is $1.89, which is the cost of a beach ball at K-Mart.

It is fun.

After having taught methods and materials in elementary education for a number of years it has become obvious to me that we have only touched the surface of learning opportunities. The more latitude given professional students within certain restrictions, the more is learned and the longer retained.

It is my contention that we in physical education, turn off more potential disciples than we ever turn on. Physical education can and should be fun. Our program is geared to "turning on" the skeptics and perpetuating the attitudes of the "believers".

Many of the so called "new concepts" in physical education are merely outgrowths of observations, or tack-ons to other activities.

While watching the Los Angeles Dodgers on national television one night it occurred to me that the beach ball maneuver, sometimes used by spectators at Dodger stadium, offered an excellent opportunity for skill development in children. As a result of this observation a beach ball activity was added to my methods and materials course.

A particular game type activity was developed that has tremendous potential for physical education classes. We just simply call it "Beach Ball Volleyball".

Having taught physical education for 30 years, at all instructional levels, many areas of concern have developed including:

1. How to handle the less gifted.
2. How to handle the highly gifted.
3. How to teach team concepts.
4. How to get everyone involved.
5. Competition concepts.
6. Lead up activities.
7. Interest in team games, etc.

Beach Ball Volleyball can be fitted to any or all of these concerns. The rules are very flexible, so as to serve all age and grade levels. Most of the rules have evolved from actual game type activities. Lead up activities for volleyball, soccer, basketball, and other team games, are easily fitted into beach ball concepts.

DRILLS THAT ARE USED

1. Heading
2. Volleying
3. Air cribbles
4. Circle drills (counting consecutive volleys)
5. Spiking
6. Catching
7. Tossing

These drills are successful because:

The ball is soft
is easy to maneuver
all children can handle easily
is erratic in flight - hand eye coordination
can be fitted to all ages and abilities.

Specific areas and spaces needed are endemic to areas available, class sizes, skill level and other intangibles including readiness. It can be played with an imaginary net, a line serving as a net, a three foot, six foot net, or eight foot net. The court can be 20 x 80, 10 x 40, 5 x 20, or any other size. It can be played off the wall or outdoors.

The types of competitive game we use in our methods and materials class can be described thusly:

Normal Volleyball court 20 x 60. Net height 7 ft. 6 inches. The number of players is completely flexible. It can be played with two on each team or 40 on each team. If there are 44 in class we would have 4 teams of 11. If thirty students were in class we would have three teams of 10.

Assuming we had four teams of eleven, we would use these rules:

1. Assign each team a number 1-2-3-or 4.
2. Team 1 would play team 2.
3. Ball put in play by instructor tossing over net to either side.
4. Line violations same as volleyball.
5. All team members must volley at least once.
6. May volley multiple times.
7. After each person has volleyed, ball must go back over net but not necessarily on first volley.
8. No carrying of ball.
9. No spiking allowed.
10. It is loss of point on either side of net if:
    A. Ball hits floor
    B. Is carried
    C. Line violation
    D. All team members do not volley before ball goes back over net.
11. If team one loses point, team three plays two. Then team four plays

winner, team one plays winner, etc.
12. Total team points wins.
13. Game time capsule (20 minutes) (30 minutes).

Advantages of this game:

1. It if very simple.
2. Everyone plays and contributes.
3. Can be used for all levels.
4. It is excellent for co-educational classes.
5. It is fun.
6. Every player must be involved on every point.

In our classes we emphasize that good programs can be conducted by anyone who will prepare himself regardless of financial constraints, facility constraints or any other "cop out". We are strong believers in the age old adage that the program is only as good as the instructor.

One other brief explanation of the circle crill previously alluded to. We place team members in a circle and begin the volley at any point. The ball is then volleyed from player 1 to 2, 2 to 3 around the circle. We count the number of successive volleys. This is a team concept. It is a violation if a member fails to volley or if the numerical sequence is broken. Team members may scramble to reach ball but may not volley twice.

In conclusion, it is interesting to watch teams develop styles that fit situations. It has a rapid fire concept in that one violation removes the team from the floor. We allow good natured bantering by those on the sideline waiting to play. Rest periods develop naturally. Good natured competition is guaranteed for those who include "Beach Ball Volleyball" in their curriculum.

Scatter Square Dance

CAM KERST, Tacoma Public Schools, Washington

Scatter square dance introduces children to the terms and fun of square dancing without the worry of squares and picking partners. With each new call partners are challenged to quickly find a new partner.

Children quickly learn to enjoy the concept of square dancing and that holding hands can really be fun.

Keep time to the music
Hit the lonesome trail
Turn one by yourself
Find a partner ans swing them
Find another and swing again
Turn one by yourself
Hit the lonesome trail
Wave to those you pass
Say howdy this time by
Find a frind and promenade around the room
Now do si do your partner

Do a right elbow swing
Now a left elbow seing
As you hit the lonesome trail wave goodbye
Turn one by yourself
Find a new friend to promenade
Take you partner and join 2 more to circle up 4
Say howdy to those in your circle
Turn and go the other way
All go in to the center and back out
With right hands up for a right hand star
Circle the right
Shoot that start into a left hand star
Circle once
Shoot the star
Turn one by yourself
Hit the lonesome trail
Find a partner to swing twice around now
You and your partner join 2 more and circle up 4
All in the center with a howdy and back on out
Swing you own.
Now listen real close
Put that bird in the cage
Let the bird fly out as the fish swims in
Let the fish escape while the snake goes in
When the snake escapes the kitten gos in
Let the kitten escape while you all circle to the right
Break that circle and hit the lonesome trail
Wave and say howdy to aol you pass
Finda new friend to promenade
Form a wagon train
Hit the lonesome trail
Turn one by yourself
Find partner and promenade
Swing that partner and do si do
Make a right hand start
Shoot that star into
A left hand star shoot that star and
Promenade
Forma wagon train
Form a tunnel go through that tunnel
Hit the lonesome trail
Circle up 4
All go to the center and stomp your feet
Make a left hand star
Shoot that star and promenade a friend
Do si Do
Take you partner and find 2 more to go to town in a horse and buggy
Remember to change drivers half you there
Now dive for the oyster
And dig for the clam
Everyone hit the lonesome trail
And turn on by yourself
Swing someone close
Now swing another
Do si Do

And circle up 4
Do a grand right and left once around the circle
Meet your partner and swing
Promenade around the room
Find 2 new people and circle up 4
All go to the center and clap your hands
Make a right hand start once around
Shoot that star
Circle up 4
Go back the other way
Do a grand right and left twice around
Meet your partner and do si do
Hit the lonesome trail with your partner
Form a wagon train
Form a tunnel go through the tunnel and out the other side
Everyone hit the lonsome trial
Wave as you pass each other by.

Secret Codes:

1. Find a spot of your body to Keep Time To The Music.
2. Hit that Lonesome Trail - walk a pathway
3. Promenade a Partner - touch someone close and wlak with them.
4. Do Si Do - someone close wlak back to back with arms folded.
5. Swing - someone close wlak back to back with arms folded.
6. Circle Up Four - four people circle together.
7. Go Back The Other Way - (Circle up 4) goes the other way.
8. Right Hand Star - (circle up 4) everyone puts right hand in center of cirlce and walk around.
9. Left Hand Star - use left hand and repeat #8.
10. Bird In The Cage - (circle up 4) put one person in the center of the circle of three.
    Let the Bird Escape - person in center goes out.
    Crow In - another person goes in center.
    Duck In - another person goes in center.
    Kitty In - another person goes in center.
11. Swing Your Own - (same as partner) elbow swing.
12. Swing the Opposite - elbow swing another.
13. High Promenade - raise hands, head height with elbows bent, partner takes hands from behind and walks with each other. Change directions.
14. Horse and Buggy - four people; two partners one in front of other outside people join hands, partners join hands. Change Drivers - front partners move to the back.
15. Dive For The Oyster - four people two form an arch, two duck through and out.
    Dive For The Clam - same as #14 but now the other two duck through and out.
16. Four Leaf Clover - like #15, except two people go through arch, turn around and put hands down on top of others. Then come out of it.
17. Form A Wagon Train - pick two people, the rest of class lines up behind these two as they move around the gym.
18. Form A Tunnel - (partners) two people form an arch, other go under and form an arch next to the other arches. When everyone has gone through the first partners go through continue until everyone is out of the arch and has Hit The Lonesome Trail"

Pilo Polo: Different Versions of a Different Game (4-8)

JOE HODGSON, U.S. Games, Melbourne, Florida

The presentation will cover the rules of Pillo Polo as well as the educational advantages of this game. Increased participation can be gained through having one team rest while two teams play until a goal is scored or a short time period has expired. Five minutes is suggested as this allows students to rest long enough without becoming bored. Since the winning team remains on the field, eventually they will tire and be scored on creating an anaerobic training situation with roughly a 2:1 work-rest ratio.

The second part of the demonstration involves adding two goals on the sidelines at midfield. This encourages lateral movement of the ball teaching young players to see the entire playing area. Moreover, it will encourage players from playing the game in a straight line in the middle of the field from goal to goal. Finally, it encourages off the ball movement as players move from goal to goal trying to get open.

Lastly, the addition of a second ball into play results in greater on-field participation as everyone on the field has a greater chance to play the ball. This becomes in effect a 3 v 3 game instead of 6 v 6. However, this last stage of the demonstration should only be attempted after the players thorougly understancd the previous steps.

PLAY AREA
This depends on the area available. Ideal size is 100 feet by 50 feet. The length should be twice the width. A line or other marker should be used to show the centerline.

TEAMS
It is recommended that either five or six players per team be used. These consist of a center, two wings, two defensemen, and a goalie. Drop one wing if playing 5 per team. If there are move than 12 participants to play, split up the total number into 3 or 4 teams and rotate a team each time a goal is scored.

GENERAL RULES
It is recommended that only the three offensive men be allowed to cross the center line. ¢This means two defensive men and the goalie stay behind the line. This rule eliminates congestion.

PERIODS
When playing with only two teams, three 10-minute periods are best.

PLAY
Play begins with a face-off in the Center. The teams then attempt to move the ball toward the goals. The ball should not be caught or held in the hand except by the goalie. (It can be knocked down by hand, but cannot be held or passed by hand.) The ball should not be kicked.

GOALS
If the offensive player deliberately kicks or throws the ball into the net,

the goal is not allowed.

If the goal is made by deflection off amny palyer and is not deliberately kicked or thrown in, the goal is good.

If a defensive man shoots, kicks, or throws the ball into his own net, the goal is awarded to the offensive team.

GOAL TENDING
The goalie can catch and throw the ball anywhere on the playing field. Only the goalie can do this.

OFF SIDES
If the ball goes off the agreed playing suface the last team to have contact loses possession. the opposing team starts play at the point where the ball went out, similar to basketball. However, to have a speedier game with less interruption, sidelines and backlines can be eliminated.

BALL BEHIND NET
If the ball becomes stuck behind the net, a face-off is made to the side of the net.

CENTER LINE
A player cannot pass the ball to any teammate across the center line. The ball must percede the player acrosss the center line. This prevents "hanging around the goal." If this occurs "center line" is called and the opponent takes possession of the ball at the center line.

INFRACTIONS AND PENALTIES
Catching or carrying the ball. - PENALTY-Loss of Possession-opposing team takes over at center line.

Throwing the ball. - No one can trhow the ball except the Goalie.
Penalty:Loss of Possession-opposing team takes over at center line.

PENALTY SHOTS
One free shot with only the goalie on defense is made for the following:

Cross Checking	Throwing Stick	Hooking
Kneeing	Charging	Tripping
Hacking with Stick	Slashing	Rough Play
High Sticking	Falling on Ball	Elbowing
Interference	Holding	

A regular penalty consists of a single free shot by a player on goal from a distance starting his approach no less than 20 feet in front of the goal with the Goalie defending. No rebounds are allowed. If an infraction is severe, a major penalty can be given and the attending player banned from the game. Play resumes after ball is touched by the Goalie.

BODY CONTACT
Body contact is allowed if the player is going for the ball. Intentional blocks such as in football will draw a penalty.

MISUSE OF STICK

Throwing of the stick, use of the stick as a weapon, or high sticking should be stopped immediately by awarding a penalty shot.

FIGHTING
Fights are prohibited. Players should be suspended from the game.

ADDITIONAL PILLO POLO RULES
High sticking is called anytime a stick is higher than a player's head in a group of two or more players.
Intentional kicking - possession at center
Goal tending by anyone but goalie - possession at center
When defending a penalty shot - goalie cannot come out.
If goalie uses hand outside the box - possession at side of box - If goalie's body goes outside the bos - penalty shot.
Players can't change positions without dead ball.
One time out period.
Five minutes overtiem- one time out - suddent victory.
Coaches unsportsmanlike conduct - 1st time-penalty shot; 2nd time-kickout of game, 3rd-forfeit - and must answer to supervisor.
Every player except the goalie may come across the mid field line at any time.

50 Developmental Exercises for Young Children (K-6)
JIM L. STILLWELL and JERRY STOCKARD, Pittsburg State University, Kansas

The presentation deals with the place of exercise/calisthenics in an elementary physical education curriculum. Exercise for the development of flexibility, muscular strength, and muscular endurance will be presented. In addtion a discussion of guidelines to follow when using exercise with young children and a list of uses, including (1) general introductory activity, (2) specific introductory activity, (3) circuit training items, (4) task sheet items, and (5) outside-of-class activity will be presented.

Backcountry Travel with Groups: Are You in the Right Place?
Melissa Parker, University of South Carolina, Columbia

With the resurgence and subsequent growth of outdoor education, environmental education and adventure education, the use of the outdoors as a medium in which this instruction takes place has likewise escalated. Just as it may may not be entirely appropriate to teach backpacking in the classroom, there may be areas of the outdoors that are equally inappropriate environments for the instruction of beginning backcountry travel skills.

Several models (Andrew, 1980; Buist and Hoots, 1982; ORRRC, 1962) currently exist that define recreation oppportunities and experiences accompanied by compatible areas for those opportunities and experiences. Two of these (Andrew, 1980; Buist and Hoots, 1982) are exceedingly applicable and relevant to school, youth and camp groups that use the backcountry in an instructional manner.

Additionally, many areas that we tend to use for backcountry travel are public lands managed either by the Federal government (USDA Forest Service, National Park Service or Bureau of Land Management) or state governments. These agencies have been bestowed with the task of managing much land in public interest; often with multiple purposes - only one of which may be outdoor recreation. To accomplish these management objectives the agencies have often developed guidelines, as well as, regulations regarding recreational use of the areas they manage. These guidelines have been developed for the purpose of effectively managing recreation use of an area. This carries the dual responsibility of protecting the resource base, as well as, the experience of other visitors.

This session will deal with how we, as users of public lands, can choose experiences and areas that are compatible with our purposes and the management agency's directives. a model will be presented to aid in those decisions.

Competition and Educational Integrity: An Elementary and Middle SchoolModel

DAVID BEAN, University of Calgary, Alberta, Canada

Although competition is an inherent and enduring quality in North American society it is a topic which arouses controversy and polarizes opinion when associated with the physical education of children.

An educationally valid model is developed in accordance with established theory and empirical evidence. The model is predicated upon the assumption that:

a. competition may be perceived in terms of a process-product continuum
b. competition per se is neither good nor bad
c. the basis of competition lies in learned behavior
d. the physical educator has a unique role in moderating competition

The discrete elements of the model are analyzed in relation to their proctical application in an elementary and middle school setting.

Guidelines for Teaching Health in Georgia (6-8)

BONNIE CHALMERS FRENCH, North Cobb High School, Cobb County Schools

A. What is Health Education?

It is not merely the absence of disease or infirmity, it is a person's physical, mental, social and spiritual level of well being. (Write on board).

B. State Requirements for Health in Georgia:

The only requirement is that Alcohol, Tobacco and Drugs be taught.

Time requirements:
Grade 6 - 30 hours/year
Grade 7 - 30 hours
Grade 8 - 60 hours (60 hours can be in the 7th or 8th)

C. Pass out State Suggested Guidelines for Health subjects taught.

D. Give Example - Pass out sheets showing what Cobb County requires.
The most important thing to remember in teaching health in these grades is to have a good balance between too much repetition and too little repetition. You must have structure, organization, continuity, and progression. If your county does not have a curriculum plan for teaching health, then you should get together with the other teachers in various grade levels and plan what is to be taught in each grade so you don't all teach the same subjects or totally omit some subjects.

E. Show an example of a good film to show to students. (If time allows).

BASIC CURRICULUM CONTENT FOR GEORGIA'S SCHOOLS
PROPOSED BY THE GEORGIA DEPARTMENT OF EDUCATION

Suggested Guidelines:

Sixth Grade

Demonstrates appropriate emergency response for a variety of accidents.
Identifies methods to prevent the spread of communicable diseases and risk factors of noncommunicable diseases.
Describes how drugs can be valuable when used correctly and safely.
Demonstrates knowledge of the most commonly misused drugs.
Recognizes the environmental factors which affect health in the community.

Seventh Grade

Demonstrates knowledge and understanding of the effects of fatigue, emotions and drugs on accidents.
Identifies factors contributing to accidents.
Describes effective strategies for coping with physical, social, and mental stress.
Describes the forces that affect good selection.
Demonstrates knowledge of diseases, their causes and methods of prevention.
Describes the relationship between tobacco use and the development of serious health problems.
Identifies the physical effects alcohol can have on the body.

Eight Grade

Identifies safety factors in the home, automobile, school, lab, bicycling, motorcyling, and water.
Demonstrates skills needed in stress management.
Identifies health problems associated with obesity.
Describes causes and effects of contagious diseases peculiar to the adolescent.
Identifies diseases that result from malfunctions of the body systems.

Identifies the effects of alcohol, smoking, and other drugs on the unborn child.
Evaluates advertisements as powerful influences in persuading people to develop smoking habits.
Describes opportunities for careers in the health field.

COBB COUNTY MIDDLE SCHOOL HEALTH CURRICULUM

6th Grade - 30 days

I. Risk Factor Unit - (15 days)
   A. Defining the atherosclerosis problems
   B. Identifying modifiable and nonmodifiable risk factors
   C. Study and presentations on modifiable risk factors
      1. high blood pressure
      2. smoking
      3. obesity
      4. dietary fats
      5. inactivity

II. Drugs and Alcohol Unit (12 days)
   A. The drug abuse problem and its history.
   B. Differentiating between use, misuse, and abuse of drugs
   C. Alcohol abuse
   D. Decision-making skills
   E. Dealing with peer pressure
   F. Self concept improvement

III. Human Growth and Development - (3 days)
   A. Why human growth and development is taught
   B. Separating Facts From Myths
   C. The onset of puberty

7th Grade - 30 days

I. High Blood Pressure Unit - (7 days)
   A. Definition and relationship to the risk factors
   B. Controlling HBP
   C. Checking blood pressure levels

II. Drug, Alcohol, and Tobacco Unit - (13 days)
   A. Description and classification of drugs
   B. Physiological effects of alcohol, tobacco, and drugs on the body's systems
   C. Decision-making skills
   D. Dealing with peer pressures
   E. Self concept improvement

III. Human Growth and Development - (10 days)
   A. Characteristics of puberty
   B. Myths and facts about maturation
   C. The reproduction system
   D. Growth and development of fertilized egg
   E. Process of birth
   F. Communicable diseases (STD)

8th Grade - 60 days

I. Introduction
- A. Meaning of health
- B. Health decision-making

II. Mental Health
- A. Personality, emotions, and maturity
- B. Mental health problems
- C. Ten steps to insure good mental health
- D. Getting help
- E. Death education

III. Cardiopulmonary Resuscitation - (10 days)
- A. Defining the problem
- B. Basic life support and emergency cardiac care
- C. Developing psychomotor skill in performing CPR technique

IV. Safety and First Aid
- A. Meaning of safety and causes of unsafe behavior
- B. Safety in the home, Jobs, and activities
- C. Meaning of emergency and dealing with emergencies
- D. First aide for some common emergencies and treatment for acute conditions

V. Diseases
- A. Infectious diseases
- B. Causes, treatment, and prevention
- C. Chronic disorders
- D. Preventing chronic disorders

VI. Nutrition
- A. Place of food in life
- B. Food Patterns and groups
- C. Nutrients
- D. Balanced diet
- E. Selection and purchase of food

VII. Consumer Health
- A. Why people buy products
- B. Quackey and false advertising
- C. Correcting Misconceptions

VIII. Drugs, Alcohol, and Tobacco (15 days)
- A. Facts concerning marijuana
- B. Relating to marijuana, alcohol, and tobacco
- C. Decision-making skills
- D. Dealing with peer pressure
- E. Self concept improvement

IX. Community Health
- A. Health Agencies
- B. Functions
- C. Community health today

X. Human Growth and Development - (10 days)
   A. Male and female physiology and pubertal changes
   B. Family planning
   C. Development of male-female relationships
   D. Medical, social, and emotional difficulties of teenage pregnancy
   E. Sexually transmitted diseases
   F. Human sexuality in proper perspective

Running Across America
SHERRI O. SMITH, Fort McClellan Elementary School, Anniston, Alabama

This is a method of motivating students to get in shape for the physical fitness test. A log is kept of the miles each student running during Physical Education class and the total miles are recorded on a map of the United States. This year, the classes ran from Anniston, Alabama, to Los Angeles, the location of the 1984 Summer Olympic Games.

Roughly 325 students competed in the contest which began during the first week of February and was held three times a week during each class' physical education period.

Introduction to Jump Aerobics:
Precision Rope Jumping for Beginners (K - 8)
DON DISNEY, Physical Education Coordinator
Howard County Schools, Ellicott City, Maryland

Jump Aerobics combines dance, aerobics, exercise, and rope jumping in time with music. It is a unique and enjoyable way for students of all ages to develop and maintain a quality physical fitness program.

Students participate in choreographed routines which are adapted to their level of skill and endurance. They learn kicks and turns, single and double foot jumps, dance steps and criss-crosses - all while turning a rope.

Jump Aerobics ia agroup activity, ideal for the regular school program or a club. It is also a program which is flexible enough to be used individually to enhance personal fitness.

The routines are three tiered to accommodate individual entrance skill levels. Entering at the appropriate level, students should progress at their own rates. Practice is the only way students will develop the skills required in more advanced routines.

All routines on this album are set up in rounds. Individual students, or groups of students, perform the routines in sequentioal order according to the directions provided in the session. Performing in rounds is visually aesthetic and helps prevent fatigue. As the students improve, they will be able to achieve the ultimate objective of performing a two minute routine without stopping. In the Jump Aerobics session, Teachers will learn the following

rules:

1. The basic 21 rope jumping skills
2. Teaching progressions
3. Teaching techniques
4. Routines for class

EASY PROGRESSION FOR EARLY SUCCESS

Before any routines can be taught the students must learn some of the basic twenty-one tricks. The elementary school child as well as the beginner will need some readiness activities.

Students that experience problems jumping a short rope may be helped by breaking down the skill with a long rope.

LONG ROPE SKILLS

1. Jump a stationary rope.
2. Jump a moving rope.
   a. Snake: The rope is wiggled side to side on the ground as the students jump over.
   b. High Water, Low Water: The rope is held stationary a few inches above the floor as the students jump over it. It is raised every jumps.
   c. Swinging Bridge: The rope sways gently from side to side but not over the jumper's head. The jumper jumps over the rope.
   d. Jump The Shot: Swing the rope in a circle and students jump over it.
   e. Baby's Cradle: Swinging bridge, only the jumper remains in the center and jumps.
   f. Rocking the Cradle: Three swinging bridges and three complete turns.
   g. Front Door: Running into a turning rope which hits the ground and moves away from the jumper. Run under or run in, jump, and then out.
   h. Back Door: Running into a turning rope which hits the ground and moves toward the jumper. Run under or run in, jump, and then out.

THE INDIVIDUAL JUMP

1. Hold both ends of the rope in one hand.
   a. Right hand: Turn rope forward, jump every time the rope hits the floor and a small rhythm bounce at the peak of the swing.
   b. Left hand: Repeat the procedure in (a). Spend more time with the opposite hand.

2. Hold rope one end in each hand: using intermediate rhythm bounce.
   a. Have rope in front of the body, swing rope back and forth in a cradle movement, jumping rope each time so it passes under the feet.
   b. Turn rope forward or backward and jump on both feet. Try for one good jump, add one, add another, etc.
   c. When students can perform 90-100 jumps per minute using a single bounce, they will be ready for single foot maneuvers.

Balance is the dey component to alternating foot maneuvers with a single bounce. The "Kangaroo Kids" use the hops drill to improve balance and timing necessary for fancy foot work.

HOPS DRILL

Begin with one single jump on the left foot and then one single jump on the right foot, then two jumps on the left foot and two jumps on the right foot and continue until the student reaches a total of ten on each without missing.

ALTERNATING FOOT DRILL

Put the Jump Aerobics music on side B. Have students stay on the beat and alternate feet on each jump. Students will eventually pick up the pace to 100-130 turns per minute.

Now you are ready for the Basic 21!

BASIC TWENTY-ONE SKILLS

The "Kangaroo Kids" have over 250 tricks and combinations. The Basic 21 skills provides a foundation for all tricks. The tricks are broken down into five component parts: two foot jumps, foot work, criss-crosses, kicks and turns.

Remember to teach all tricks without the rope first. Have students proceed at their own pace. When they have mastered the trick, use music tod they can get the feel of tempo and proctice. Students can also do the same trick backward.

In the manual each photograph will represent one single jump. This will break down each skill.

Basic Two Foot Jumps
1. Side Jump
2. Front/Back Jump
3. Side Straddle
4. Scissors Jump
5. Cross Step
6. Twister
7. Wobble Jump

Foot Work
8. Alternating Hops
9. Side Taps
10. Heel to Heel
11. Toe to Toe
12. Heel to Toe (same foot)
13. Four Count Fling
14. Swing Step

Criss Crosses
15. Basic Cross
16. Matador Cross

Kicks
17. Side Kick
18. Hill Click
19. Can Can

Turns
20. Side Swish
21. Full Turn

HELPFUL HINTS

1. Exercise and Warm-up. Stretching and circling actions of the joints are important. Stretching of the legs and back. Sit-ups are excellent during the

cool down.

2. Short Sessions. Ten minutes of rope jumping per class over a period of a month or two, has been proven to be more effective than complete unit programs.

3. Chart Skills. Charting skills helps to individualize your program and help students evaluate their progress.

4. Master one trick at a time. Students needing more time or practice to develop the timing for a new trick are encouraged to go at their own rate. Linking skills will lead into routines later.

5. Use Jump Aerobics Music. Rope jumping can never be boring when one trick leads to another. Use the music when practicing new tricks.

6. Endurance Clubs. Qualifications for these clubs will vary. For example, the Kangaroo Club involves non-stop jumping. Students who accomplish this feat get a small hand made award.

Endurance Requirements:

First Grade	1 muinute
Second Grade	1.5 minutes
Third Grade	2 minutes
Fourth Grade	2.5 minutes
Fifth Grade	3 minutes
Sixth-Adult	3.5 - 5 minutes

7. Experiment! New tricks are just around the corner and what students would not like to have the entire school trying a new stunt named after them.

Records, manuals, and ropes are available from Kimbo Educational or Heartbeat Enterprises, 787 Oella Avenue, Ellicott City, Md. 21043.
Sam Andelman, 461-Jump.

Assessment of Skill Levels in Elementary School Children (K-8)
R. Thomas Trimble, University of Georgia, Athens

Observable Characteristics of the Generic Levels of Skill Proficiency

Reprinted by permission:

"Children Moving: A Reflective Approach to Teaching Physical Education"
G. Graham, et. al. 1980 Mayfield Pub. Co.

Pre-control Level

1. Child is unable to repeat movements in succession; one attempt does not look like another attempt.
2. Child utilizes extraneous movements that are unnecessary for an efficient performance.

3. Child appears awkward and frequently does not even come close to correct or successful performance of the skill.
4. Correct performances are characterized more by surprise than by expectancy.
5. When practicing with balls, the ball seems to control the child.

Control Level

1. The child's movements are less haphazard in appearance and seem to conform more to the intentions of the child.
2. Movements are more consistant in appearance and repetitions are somewhat alike.
3. Successful or correct performances of the skill begin to occur more frequently.
4. Extraneous or additional input results in an unsuccessful attempt, e.g. combining one movement with another or performing the skill in relation to an unpredicted object or person.
5. Because the movement is not automatic, the child needs to concentrate intensley on what he is doing.

Utilization Level

1. The movement becomes more automatic and reflex-like and can be performed successfully with concentration.
2. The context of the task can be varied (slightly at first) and the chlid can still perform the movement successfully.
3. Unpredictable situations are appropriate at this level as the child has developed control of the skill in predictable situations. The skill can be executed the same way consistantly.
4. The skill can be utilized in combination with other skills and still be performed appropriately.

Proficiency Level

1. The skill has become almost automatic and performances in a similiar context appear almost identical.
2. The child is able to focus on extraneous variable, e.g. an opponent, an unpredictable object, the flow of travel and still perform the skill as intended.
3. The movement often takes on an appearance of effortlessness as the child performs the skill with seeming ease and lack of attention.
4. The movement can be performed successfully in a variety of planned and unplanned situations as the child appears to modify his performance to meet the demands of the situation.

How to Launch a High-Flying [illegible]ical Education Program (Outdoor Educat[illegible] (4-8)

BRENDA E. PHILLIPS, Morrow Junior High School, C[illegible]on County Schools

What better way can a child learn than by having an exci[illegible] adventure? This is what Project Adventure is all about. It enables a child to enjoy physical education throygh active play and challenging ropes course activities. This

session will tell you all about Project Adventure and how it can work in a middle school setting, as well as give you a few way-out, pure fun activities.

Care-A-Aerobics (K-6)

CAROLYNN A. MANN, Kennesaw College, Marietta

Topic Area: Dancing Through Aerobics
Presentation: Aerobic Activities Using the Care Bears
Space: Floor for Dancing
Equipment: Record Player
Application: To Grades K-6, Classroom Teacher Physical Education or Dance Specialist

The activities using locomotor movements appropriate for the age level as skipping, hopping, running, leaping, ets; will be incorporated into aeorbic dances for pleasure and fun.

Developing Exemplary Programs with Visibility

LYNDA E. RANDALL, Florida State University, Tallahassee

Over the past decade a number of trends have imposed a serious threat to the survival of elementary physical education programs in the United States. The "back to basics" movement; staff and budget cuts; the increased use of classroom teachers to instruct physical education; a lack of program visibility; and a failure of physical education professionals to take an active role in increasing and maintaining quality programs are some of the causes of this demise. An offensive strategy of planning and acting is needed to ensure the survival of elementary physical education programs, and to demostrate that the subject matter contained in them is basic and essential. There is a pressing need to develop exemplary programs and to make them highly visible.

In light of this need, this presentation will outline the characteristics of exemplary programs, and will feature a slide presentation of selected programs. These programs were identified as evidencing the following criteria:

1. Clearly stated goals and objectives
2. A child-centered curriculum based upon a sound theoretical framework.
3. Carefully selected learning experiences which are appropriate to the developmental needs of children.
4. School-wide administrative and faculty commitment.
5. High levels of Academic Learning Time
6. Community visibility

It is hoped that these programs will provide a model and an inspiration for both the improvement of existing programs and the implementation of new ones.

A Theme Approach to Movement Experiences for Children Ages 3 Months Through 4 Years

PAUL L. HEINE, Old Dominion University, Norfolk Virginia and SANDRA BOWIE, Movement Education Consultant, Virginia Beach, Virginia

This program is designed to present information to teachers of young children in order that they may implement a developmentally sound theme based movement program. A unique approach to curriculum development appropriate for children ages three months through four years will be presented. Program rationale, lesson plan construction, activity selection, and suggested teaching techniques will be discussed.

The recently developed curriculum has been field tested to insure its appropriateness, effectiveness, and ease of implementation. A slide/lecture presentation illustrating program content, innovative theme based activities, and approaches to the instruction of young children will be utilized.

Parents, day care providers, pre-school teachers, physical education, and recreation personnel, will benefit.

ABSTRACT

I. Program Purpose:

A theme based movment program designed primarily to enhance fundamental motor skills in infants and pre-school age children. More specifically the program goals are:

(1) To develop locomotor skills, balance manipulative abilities as well as body image concepts in young children.
(2) To assist the child in building a lasting positive self-concept through the satisfaction gained in a non-competitive, success oriented approach to learning.
(3) To expose the parent to a variety of techniques and activities designed to develop movement skills and concepts in their child.
(4) To provide a partner relationship between the parent and child which will not only stimulate the creative abilities of the child, but will cause tha parent to be stimulated through the child.

II. Program Rationale:

A) Why Movement?
   1) Proper growth and development of the heart, lungs, muscles, and bones.
   2) Possible prevention of some adult health related problems associated with inactivity as a youngster, i.e., obesity, heart disease.
   3) Development of fundamental motor skills necessary for participation in play activities.
   4) Development of positive attitude toward activity at an early age.
   5) Development of perceptual-motor abilities.

B) Why Themes?
   1) Definition - A movement theme is the primary emphasis within a lesson designed to develop or enhace a specific skill, concept, and creativeness.
   2) Theme Rational:
      a) Develops not only the psychomotor area but also the cognitive and affective domains.

b) Identifies the focus of a lesson.
c) Insures that the primary emphasis is placed upon movement skills and concepts.

III. The Curriculum:
- A) Classification of Children
- B) Instructional Approaches:
  1) non-competitive
  2) Success oriented
  3) cooperative activities
  4) multi-sensory
  5) reinforcement
  6) initative and verbalization
  7) guided discovery/problem solving
- C) Movement Categories:
  1) themes for body image
  2) themes for locomotion
  3) themes for balance
  4) themes for manipulation
- D) Lesson Plan Format:
  1) introduction/warm-up
  2) focus
  3) exploration on apparatus
  4) relaxation/cool down

IV. Concluding Remarks - A Growing Opportunity

- A) Career opportunities - a need for trained specialist.
- B) Training programs - a challenge

For further information, call or write:

Dr. Paul L. Heine
Chair
Department of Health, Physical Education, & Recreation
OLD DOMINION UNIVERSITY
Norfolk, VA 23508

-OR-

Mr. Sandra Bowie
Movement Education Consultant
1709 Oxen Court
Virginia Beach, VA 23454
(804) 481-2741

Jump Rope Demostration (K-7)

CHRISTOPHER L. BEAL, Pleasantdale Elementary School, Dekalb County Schools

The presentation will entail an introduction which covers general information about Jump Rope, while distinguishing the differences between rope jumping and rope skipping.

Safety while jumping rope will also be discussed. Three safety hints will be highlighted.

The presentation will then focus on demostration various group activities. Individual rope skipping, partner activities, and long rope jumping. Each of the above groups will have a routing to help illustrate the content of dicussion for that particular group. The routines will be performed by students of Dekalb County Schools.

If time permits audience participation will be encouraged.

Therapeutic Recreation: An Intergral Part of Special Education Curriculum with Some Ideas for the Regular Educator

RAY VANE, Mercer University, Macon, and KRIS STEMBRIDGE Therapeutic Recreation Specialist, Bibb County Schools, Macon

The Bibb County program for Exceptional Ehildren has developed unique program designed to provide handicapped students with outdoor experiences as an intergral part of these overall educational program during the regular schoold year. All students in the county's Program for Exceptional Children are included in the Outdoor Education Program. Outdoor Education provides many valuable opportunities for growth and development of skills in the follwoing areas:

(1) motor skills
(2) communication skills
(3) social skills
(4) reasoning ability
(5) improved self-confidence
(6) development of life-long interests
(7) ecological awareness, etc.

The uniqueness of the Bibb County Program lies in the administration of the program and the types of experiences provided. The presenters will focus on these creative aspects of the program. Overhead transparencies and slide will illustrate the instructional program and hopefully stimulate interest in including Outdooor Education as part of the overall curriculum design for other school systems. The experience of Bibb County's Program during the past two years should prove to be of interest to administrators and teachers.

A Health Adventure with the Computer (K-8)

JOSEPH C. BOWMAN and MIRIAM F. SHELDEN Univeriety of South Carolina, Spartanburg

Many health experts believe that decision-making skills and problem-solving abilities are the most important educational goals for young perople to not only survive, but florish, in our modern everchanging world.

This program is an attempt to incorporate the expanding avenue of microcomputers in the schools and the tremendous motivational attractiveness of computer games to teach health decision making skills.

This program has been designed to take a student through a very active day of making normal as well as abnormal decisions. Each decision places the student onto a different health at results in temporary or permanent problems or a path strewn with fewer impediments. Many of the choices are obvious good health path that results in temporary or permanent problems or a path strewn with fewer impediments. Many of the choices are obvious good health decisons, but some are programmed to simulate those times when students don't have an obvious, easy answer.

Introductory Soccer Activities: Starting the Hard Skills Easily

MICHAEL DUMIN, Radford University, Radford, Virginia (4-8)

ABSTRACT

Soccer is now one of the largest participant sports in the United States. Soccer uses skills such as heading and trapping which are unique to soccer and other skills which though not unique, require the use of the non-dominant side of the body to a greater extent than most other sports.

Drills and activities will be presented that have been used to develop skills and concepts quickly and easily in beginning soccer players.

Clogging: Beginning at A (4-8)

BIRDIE E. BELL, North Georgia College, Dahlonega

"STARTIN' EASY"

Choreographed by Birdie Bell
North Georgia College, Dahlonega, Georgia

Recommended Records:
Slow Tempo: "City of New Orleans", Willie Nelson. Columbia, 38-04568.
Moderate Tempo: "Louisiana Saturday Night", Mel McDaniel. Capitol, 4983.
Fast Tempo: "Up Jumped the Devil", Instrumental, Red Boot Records. RB 5002B.

A. 1. Begin L, Move L.

Counts

8 (1) (2) (3) (4)
Double - step, Drag L, Step R (Cross Front)

(5) (6) (7) (8)
Double - step, Drag L, Step R

(1) (2) (3) (4)
8 Double - step, Rock, Step,

(5) (6) (7) (8)
Rock, Step, Rock, Step.

2. Begin R, Move R.

(1) (2) (3) (4)
8 Double - step, Drag R, Step L (Cross front)

(5) (6) (7) (8)
Double - step, Drag, Step

(1) (2) (3) (4)
8 Double - step, Rock, Step

(5) (6) (7) (8)

Rock, Step, Rock, Step

B. 1. Begin L, in place

Counts

8 (1) (2) (3) (4)
Double - step, rock, step

(5) (6) (7) (8)
Double - step, rock, step

2. Begin L, move backwards.

(1) (2) (3) (4)
8 Double - step, rock, step

(5) (6) (7) (8)
Rock, step, rock, step

3. Begin R, move forward.

(1) (2) (3) (4)
8 Double - step, double - step

(5) (6) (7) (8)
Double - step, double - step

4. Begin L, in place.

(1) (2) (3) (4)
8 Double - step, rock, step

(5) (6) (7) (8)
Double - step, rock, step

"Reggae Cowboy"

Presented by Birdie Bell
North Georgia College, Dahlonega, Georgia

Music: "Get Into Reggae Cowboy", The Bellamy Brothers. Electra, 7-69999-A.

Formation: Line, no partners.

Style: Loose kneed with thumbs in belt loops or hands in either front or back pockets.

Counts A. Main Pattern

1. Begin R with:

(1) (2) (3) (4)
4 Extend R heel, Cross L knee, Extend R heel, Return

2. Begin L with:

(1) (2) (3) (4)

4 Extend L heel, Cross R knee, Extend L heel, Return

3. Begin R with:

(1) (2) (3) (4)
4 Extend R forward, Return, Extend L back, Return

4. Begin R with:

4 Step forward R, About face, Step forward R, About face

B. Clogging Steps
1. Begin R with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Rock, Step; Double - step, Rock, Step

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Rock, Step; Double - step, Rock, Step

2. Variations:

These four double -step, rock, steps may be performed in one place, in a small individual circle, forward and back, or in progression 1/4 turn to the R.

"SWEETHEART SCHOTTISCHE"

A Western Couple Dance compiled and presented by Birdie Bell, North Georgia College, Dahlonega, Georgia.

Music: "Pickin' Up Strangers," Johnny Lee. E-45127-B, Asylum Records.

Formation: Double circle facing counterclockwise, gents on the inside, in varsouvienne position.

Counts A. Move Back Diagonally L
1. Both dancers move backward diagonally L, beginning L with::

1 2 3 4
4 Step L, Step R, Step L, Hop L

B. Lady Turns Under
1. Gent dances in place and lifts arms (Hands still joined) as lady turns in front of him and to inside with:

1 2 3 4
4 Step R, Step L, Step R, Hop R

2. Lady turns in opposite direction to finish on the outside with:

1 2 3 4
4 Step L, Step R, Step L, Hop L

3. Gent continues to dance in place as lady turns all the way around under her right arm with:

1 2 3 4
4 Step R, Step L, Step R, Hop R

C. Step-Hops
1. Couple moves forward in line of direction beginning L with:

1 2 3 4
4 Step - Hop L, Step - Hop R,

1 2 3 4
4 Step - Hop L, Step - Hop R

D. Start over with A.

"Disco Duck"

Presented by Birdie Bell
North Georgia College, Dahlonega, Georgia

Music: "Disco Duck", The Disco Band, Pickwick International, SPC-3559.

Other Suggestions:
"Whoever's Watchin'", Gary Morris. Warner Brothers Records, 7-29230.
"Turn Your Radio On", Grady Nutt. Heartwarming Records, R03775.

Formation: Line, no partners.

Counts A. Forward and Back
1. Begin R, moving forward with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Double - step, Double - step, Rock, Step

2. Begin L, Moving backward with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Rock, Step, Rock, Step, Rock, Step

16 3. Repeat #1 and #2.

B. Side and Back

4. Begin R, moving R with:

(1) (2) (3,4) (5,6) (7) (8)
8 Double - step, Rock (cross behind), Step, Brush/drag, Slide

5. Begin L, moving L with:

(1) (2) (3,4) (5,6) (7) (8)
8 Double - step, Rock, Step, Brush/drag, Slide

16 6. Repeat #4 and #5.

C. Double - step, Brush, Slide

7. Begin R in place with

(1) (2) (3) (4)
4 Double - step, Brush/drag, Slide

(5) (6) (7) (8)
4 Double - step, Brush/drag, Slide

D. Touch Series

8. Drag and Slide on L, Touch and Brush with R.

(1) (2) (3) (4)
4 Touch/drag, Slide Touch/drag, Slide

(5) (6) (7) (8)
4 Touch/drag, Slide, Touch/drag, Slide

(1) (2) (3) (4)
4 Touch/drag, Slide, Touch/drag, Slide

(5) (6) (7) (8)
4 Touch/drag, Slide, Touch/drag, Slide

9. The pattern is this: touch in front twice, touch in back twice, touch in front once, in back once, to the side once, and brush, slide as you turn 1/4 turn to the left.

10. Start over at the beginning.

"Lay Down Sally"

A Clogging Routine, Choreographer Unknown
Presented by Birdie Bell
North Georgia College, Dahlonega, Georgia

Music: "Lay Down Sally", Eric Clapton and His Band. RSO Records, RS8020.

Other Suggestions: "If You're Gonna Play in Texas", Alabama. RCA, PB-13840.

"I'm Head Over Heels in Love", Ricky Skaggs. Sugar Hills Epic, 34-04527.

Counts

A. Back and Forward

1. Begin L, moving backwards with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step; Rock, Step; Rock, Step; Rock, Step

2. Begin R, moving forward with:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Double - step, Double - step, Rock, Step

16 3. Repeat #1 and #2.

B. Stationary Pattern

4. Begin L with:

8 Double - step, Rock, Step; Double - step, Rock, Step

8 Double - step, Rock, Step; Double - step, Rock, Step

5. Begin L with:

(1) (2) (3) (4)
8 Double - step, Brush/drag, Slide;

(5) (6) (7) (8)
Double - step, Brush/drag, Slide

(1) (2) (3) (4)
8 Double - step, Brush/drag, Slide

(5) (6) (7) (8)
Double - step, Brush/drag, Slide

6. Begin L with:

(1) (2) (3) (4)
8 Double - step, Rock (dip behind), Step;

(5) (6) (7) (8)
Double - step, Rock, Step

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Rock, Step; Double - step, Rock, Step

C. Wheel

7. Begin L, rotate towards R with:

(1) (2) (3) (4) (5) (6) (7) (8)

8 Double - step, Rock, Step; Rock, Step; Rock, Step

8. Begin R, rotate 180 degrees toward L:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Rock, Step; Rock, Step; Rock, Step

16 9. Repeat #7 and #8.

D. Circle

10. Begin L and move in circle towards L:

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Brush, Slide; Double - step, Rock,Step

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Brush, Slide; Double - step, Rock,Step

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Brush, Slide; Double - step, Rock,Step

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Brush, Slide; Double - step, Rock,Step

(1) (2) (3) (4) (5) (6) (7) (8)
8 Double - step, Brush, Slide; Double - step, Rock,Step

A Study of Exercise Performance, Health Risk, Self Concept, Blook Pressure Variability and Lifestyle Assessment Among Children 6-8 Years Old: Implications for Health Promotion Efforts in Elementary Schools

SHARON L. SHIELDS, KATHY ALEXANDER, DONNA DEAN, JEAN LOVE, JEFF MOUNTS, IRV RUBENSTEIN, DONICE RUGENSTEIN AND THERESA SHARP
Peabody College, Vanderbilt University, Nashville, Tennessee

The purpose of this study was to assess exercise performance, health risk, self concept, blood pressure variability and lifestyle behaviors in children 6-8 years old. The subjects were children (N=20) ages 6-8 years old who attended a private elementary school in Nashville, Tennessee. Cardiovascular fitness was assessed with a submaximal bicycle ergometer test. Other health related measures were taken: skinfold measures at the triceps and subscapular skinfold site and the sit and reach flexibility test. In addition, measures of height, weight, oral temperature and blood pressure were procured. A health risk appraisal was designed and administered to the children, along with measures of self concept. Results indicate a trend toward design risk susceptibility. Implications derived from this study indicate a need to implement health promotion/wellness concepts in elementary school health and physical education curriculum.

Grade 7-8 Guidelines for Physical and Health Education

DON MCKEE, Assistant to Supervisor of Curriculum Services, Waterloo County Board od Education. Kitchener, Ontario, Canada.

"However spontaneous it may appear, good education requires careful planning. Planning may be formal or informal, conducted by groups or by individuals, deliberate or intuitive, continuous or intermittent, or some combination of all these. But whatever the method, planning implies a careful correlation between means and end.

The END RESULT is curriculum, the particular arrangement of objectives, content and learning experiences within the school.

Formative Years

You, the physical and health education specialist, must develop a curriculum in physical and health education for your school.

Curriculum is an elusive term with many interpretations. Part of the dilemma lies in philosophical and psychological thought and in some of the changes education has undergone, What is acceptable curriculum today may be obsolete tomorrow.

The curriculum is:

A. Philosophy
B. Objectives
C. Design and Organization
D. Content
E. Methodology
F. Evaluation.

This session will take an indepth look at developing a guideline for Grade 7 - 8 Physical and Health Education. The curriculum will be examined from Philosophy to Evaluation.

Student Creativity in Aerobics

MEREDEE VAUGHAN, Wadsworth Elementary School, Dekalb County Schools

This session helps the physical educator develop his/her curriculum in the aerobic aspect of fitness in a daily on-going program. The nature of methods, organization and movements utilized is shared with the participants in a demostration/participation format.

I. Role of fitness in elementary program
   A. Young fitness concepts
   B. Self concept
   C. Lifetime lifestyle
II. Incorporating aerobics into your program
   A. Motivation

B. Daily warm-up
C. Rainy day activity
D. Fitness unit
E. Special middle school program

III. The aerobic dance
A. Safety
B. Putting it together
1. Music
a. pace/tempo
b. length
c. population's taste
2. Warm up, workout, cool down
3. Movements
a. Basic
b. Progressions

IV. Student creations

"Motor Fitnerss Testing for Boys in Grades 1, 2, 3"

ALLEN R. BONNETTE, Northwestern State University of Louisiana, Natchitoches

The primary purpose for this presentation will be to discuss how generally accepted motor fitness tests were altered to better suit lower elementary grades; how standardization of tests can make a difference; how test administration affects performance; and, that through modification of instructions reliability coefficients can be improved considerably.

Results of a 9-week pilot study revealed an overall reliability coefficient of .46; then, after test revisions and standardization, the overall reliability coefficient increased to .76 on a 3-week internal test-retest basis.

Subjects were comprised of 83 lower elementary school boys enrolled in the Natchitoches Elementary School, Natchitoches, Louisiana.

Motor fitness componenets tested type of test used to measure fitness components and reliability coefficients were as follows:

1.	Agility	- 30 foot Shuttle Run	r=.67
2.	Flexibility	- Wells/Dillion Sit and Reach	r=.78
3.	Lower body power	- Standing Board Jump	r=.76
4.	Static balance	- Bass Lengthwise Stick Test	r=.67
5.	Dynamic balance	- 10-foot Balance Beam Walk	r=.75
6.	Muscular endurance	- Extended Arm Hang	r=.76
7.	Speed	- 50-yard Dash	r=.89
8.	Upper body power	- 2-hand Weighted Basketball Shot Put	r=.88

General professional observations were recorded during the conduct of the pilot study and final study. the general observations included notes relating to subject performances and to the overall conduct of the investigation. The general observations will be noted during the presentation. Additionally, specific observations were noted for each motor fitness variable tested, on the specific test administered, and how subject's performance changed because of alterations to the tested item. The specific observations will be alluded

to during the presentation.

"Selected Sports Skills Testing for Boys in Grades 1, 2, 3"
WILKES C. NEWTON, University of Southern Mississippi, Hattiesburg

The primary purpose for this presentation will be to discuss how generally accepted sport skills tests were altered to better suit lower elementary grades; how standardization of tests can make a difference; how test administration affects performance; and, that through modification of instructions reliability coefficients can be improved considerably.

Results of a 9-week pilot study revealed an overall reliability coefficient of .46; then, after test revisions and standardization, the overall reliability coefficient increased to .76 on a 3-week internal test-retest basis.

Subjects were comprised of 83 lower elementary school boys enrolled in the Natchitoches Elementary School, Natchitoches, Louisiana.

Sport skills components tested type of test used to measure fitness components and reliability coefficients were as follows:

1.	Batting - tee (attempts) test	r=.27
2.	Batting - tee (for distance) test	r=.64
3.	Football kick-off (for distance) test	r=.58
4.	Catching test	r=.63
5.	Basketball shooting (for proints) test	r=.63
6.	Basketball shooting (attempts) test	r=.69
7.	Golf putting test	r=.37
8.	Tennis ball throw (got accuracy) test	r=.53
9.	Badminton serve (for distance) test	r=.68
10.	Badminton serve (attempts) test	r=.60
11.	Basketball dribbling test	r=.80

General professional observations were recorded during the conduct of the pilot study and final study. The general observations included notes relating to subject performances and to the overall conduct of the investigation. The specific observations were noted for each sport skills variable tested, on the specific test administered, and how subject's performance changed because of alterations to the tested item. the specific observations will be alluded to during the presentation.

Angleball and Modified Angleball for Large Groups (4-8)
CAMILLE MCELROY, MICHAEL GOSS and SUSAN POLK,
Crabapple Middle School, Fulton County Schools

This session will include directions for making and setting up equipment; rules of angleball and rules of modified angleball for large groups. Audience participation requested.

"On-Task" Participation - A Feature of a Quality Lesson (4-8)

BEVAN GRANT, University of Otago, Dunedin, New Zealand

Few teachers would argue with the notion that one of the main characteristics of effective physical education teaching is to keep the students appropriately engaged with the subject matter for a high percentage of the available time. However, recognizing this quality and applying it are quite separate.

Over the past few years a number of studies have focused on the processes within a lesson to see what actually happens. One of the most revealing finding has been that many of the students spend a small percentage (average 30%) of the lesson time involved in the on-task situation. It has also been recognized that there is no "magical number" in relation to how much involvement a student should have. To put the learners into an environment that emphasizes "plenty of the perfect practice" will highlight the need for participation. It is through participation that the opportunity to learn is created.

In planning htemes or units of work the task of organizing the activities to ensure maximum participation through purposeful progressions is not an easy one. In this regard, some content areas are easier (e.g. aquatics) to plan for than others (e.g. educational gymnastics) in order to achieve high rates of on-task involvement. Once accepting the realities of the happenings within our lessons it is possible to improve our teaching effectiveness. There are many alternatives to choose from in order to increase the ratio of activity to inactivity.

The purpose of this workshop is to discuss and present some practical ideas related to increasing the level of student on-task participation without detracting from the quality, during a physical education lesson.

Fitness and Diet in the Middle School Setting

ELAINE DELONG, RICHARD WARR, PAUL D. WEST, BILL COLLINS AND MOLLY TEER, West Middle School, Fulton County Schools

"Diet and Physical Fitness in the Middle School" This program is designed to show ho diet and physical fitness are interwoven into viable lesson plans for today's yout. Selected samples of lesson plans will be shared. One of the main themes to be focused on is practical application of preventive maintenance in the health care area. Sharing of life-long activities for middle schools students will be displayed.

Fitnessgram Project (K-8)

MARGARET LEA BARRETT, Health and Physical Education Director, Fulton County Schools, and CANDACE J. NORTON, Georgia Department of Education, Atlanta

FITNESSGRAM PROJECT (K-8)

FITNESSGRAM is a program designed to measure and contribute to the improvement of youth fitness. Presented by the President's Council on Physical Fitness and Sports in cooperation with the American Alliance for

Health, Physical Education, Recreation and Dance (AAHPERD), the program is sponsored by Campbell Soup Company.

Developed by the Institute for Aerobics Research, the FITNESSGRAM Program is a computerized system for scoring and reporting physical fitness test results. Based on student performance on the AAHPERD Youth Fitness Test, the physical fitness report card provides parents with a fitness profile for their child. Each FITNESSGRAM features: the student's scores on the test items; the student's rank against a national norm; an overall fitness score and its rank against national norms; and the student's height and weight. Also included in the report are recommended activities for improving fitness as individually necessary.

The FITNESSGRAM provides valuable informaiton pertaining to the child's fitness level to the student, the parents, and the teacher. This information which allows tracking the development and improvement of fitness from year to year is beneficial in motivating students to achieve higher levels of physical fitness.

In addition to FITNESSGRAMS for individual students, the school district received a semester report that includes test results for all participating students and a listing of students qualifying for the Presidential Physical Fitness Award. A very important aspect of the program is the statistical ananlysis provided to the school district which compares the results for the total district to national norms. Information gained from the statistical analysis allows teachers and school officials to monitor their current physical education curriculum to ditermine if physical fitness goals and objectives are being achieved.

One aspect of the FITNESSGRAM program which cannot be overlooked is the resulting positive public relations created in the community. Parents become aware of the school's progressive efforts aimed at improving the health and fitness of the children.

The national program model included program delivery at three levels. One level is direct service in which the Institue for Aerobics Research produces the fitness report cards for the school district. Also included is the development of microcomputer software for use by a school district to produce FITNESSGRAMS locally. A third area of program delivery will be the availability of consultants to help selected districts program large computer systems to produce the cards and do the statistical analysis locally.

The program has gained the support of numerous additional agencies including:

American Medical Association
National School Boards Association
National Association of Elementary School Principals
National Association of Secondary School Principals
National Association of Governors' Councils on Physical Fitness and Sports
The Society of State Directors of Health and Physical Education

The Fulton County Schoold System has been selected to pilot the nation wide computerized physical fitness report card system for Georgia.

Fulton County was selected because of its traditionally strong and progressive physical education program. The system will serve as a model for other schools during the school year 1985-1986 for implementation of the Fitnessgram program.

Lea Barrett, Director of Health and Physical Education is directing the program in testing all eighth grade students and some seventh grade students

in middle schools. The specific test has been utilized throughout Fulton County Schools since 1957.

Rhythmic Gymnastics: Creative Dance with Implements (K-8)

SUSAN CAMERON, Westwood Middle School, Gainesville, Florida

Rhythmic Gymnastics has been added to the 84' Olympic summer games held in Los Angles, which has given impetus to this exciting activity. Rhythmic gymnastics was a part of the Olympics until 1956 when they divided gymnastics into artistic and rhythmic, artistic was left in the games and rhythmic deleated. They both had their roots in what is call natural gymnastics. The idea behind the birth of natural gymastics was that the exercise should develop the whole individual. An early pioneer of the sport, Medeau, found that students concentration on using hand apparatus makes th;em less self-conscious and allows movement to be more relaxed and natural. Today rhythmic gymnastics has evolved into a combination of ballet, jazz, modern, and creative dance forms, with light gymnastic skill. It includes juggling, balancing, throwing the apparatus, all done with a high degree of energy, enthusiasm and showmanship.

The implements used are rope, hoop, ball, clubs and ribbon. The exercise is done with music using only one instrument for accompanement. Carpet, matt, or a wooden floor is used in a 40x40 area. A time limit for individual routine is a minute to a minute and a half, for group routines two and a half to three minutes.

This activity can be used in Elementary or Middle school. It can be a part of gymnastic unit or presented by itself. It is most useful in developing motor skills in the very young and beneficial to older students in developing creativity.

Our session will familarize participants with the characteristic movements used each implement. Simple basic routines will be demonstrated and performed. A hand-out will be given with instructions for these routines. Time will be given at the end of the session to work on a creative group exercise.

Charateristics of the apparatus are:

- Rope: Swings, circling, throwing and catching the rope, jumps with the open rope or with the folded rope.
- Hoop: Circling around the hand or other parts of the body (as in hula hoop), rolling on the floor and throwing. Most impressive here are the high throws and complex techniques for catching the hoop in a different fashion every time.
- Ball: Waves, spins, throwing and catching, rolling the ball on the floor or along parts of the body and bouncing.
- Clubs: Swings, large circles, small circles, throwing and catching and rhythmic tapping.
- Ribbon: Snakes, sprials, throwing and catching, large and small circles, and zig-zags.

BIBLIOGRAPHY

Schmid, Andrea Bodo. Modern Rhythmic Gymnastics Palo Alto, California, Mayfield Publishing Company, First edition 1976.

Weiss, Doris. Dance in The Olympics: Rhythmic Gymnastics: It's tumbling...It's juggling...IT's balancing...It's leaps...turns...falls...and split---but mainly it's creative dance with implements. Dance Teacher Now, May/June 1984.

Lesson Plan - Introduction into Modern Rhythmic Gymnastics
Class Size-40
Equipment- Balls, Hoops, ropes, clubs amd ribbons
10 10 10 5 5

Students will form a circle around the equipment and have a seat in a circle formation.

Students will pass equipment around the circle when a card is held up describing the plane, level or formation to be performed with the impliement.

1. circular
2. spiral
3. jump
4. toss
5. on floor
6. on toes
7. on one or both knees
8. on one foot

Students who can't think of a movement can ask the group for help by saying, "group". Students in the group raise their hands and when called on can give a verbal describtion.

The Middle School Specialist

DON MCKEE, Physical and Health Education Consultant, Waterloo County Board of Education, Kitchener, Ontario, Canada

At the beginning of the twentieth century, physical educators were attempting to develop a prgram which would secure the physical well-being of children. Foruscore years later, leaders in the profession are struggling with a similar challenge. Dr. R. C. Goode, an exercise physiologist education is the only subject in whcihc children deteriorate during their school years. The American Association of Health, Physical Education , Recreation and Dance prolaimed that research proved that there had been no improvement in the physical fitness levels of students during the seventies, the decade in which physical education identified physical fitness as its prime objective. The discipline can ill afford these devluating acknowledgements.

The dilemma of physical education and the elusive state of the discipline has evolved a complex role for the practitioner in the field. Previous to practicing in the profession, the practitioner must scientifically develop a sound program based on a valued philosophy and selected objectives.

Thus it seems a Physical Education Guide providing tools and knowledge to develop a sound physical education program is essential for the practitioner.

This session will highlight a planning guide developed to assist the Physical

Education teacher in fullfilling the multi-challenge role.

Olympism--Infusion into the Middle School Curriculum

LEIGH M. HUDSON and THOMAS SLAUGHTER, Sandy Springs Middle School, Fulton County Schools

The Fulton County Middle Schools participate in a interdiciplinary Olympic teaching unit at the end of each shool year. each discipline has developed a two week teaching unit pertaining to the Olympics or Olympism.

Industrial Arts builds and repairs equipment to be used in the Olympics. Home Economics develops flags and banners. Home Economics also is involved in nutrirtion for athletic training. Art develops medals for competition. Music develops music for the festival. Math, Social Studies, Science, English and the Foreigh Languages all have a unit that is centered around the Olympics. Every grade, every discipline, and every one associated with the school is involved in the movement.

The culminating activity for the Olympic unit is a three day Olympiad in the Sandy Springs Stadium. This ending is where the Physical Education team is most involved in the Olympics. The P.E. staff conducts a physical training period which precedes the actual two week infusion in to the program. During they students' Physical Education class period, they are training for the events in which they will be participating.

Homerooms are given the identity of a particular country and each grade level is represented. At Sandy Springs, seven countries were selected. at other schools, other countries are used.

The Program:

I. Videotape Presentation
II. Total School Involvement - Tom Slaughter
III. Physical Education - "The Olympics" - Leigh M. Hudson
IV. Questions and Answere - Leigh Hudson and Tom Slaughter

OLYMPIAD GENERAL INSTUCTIONS

1. Entry sheets should be filled out in duplicate and one copy will be turned intor the P.E. Department by May 18 at 9:00 A.M.

2. Students will participate in at least one individual event, or one relay. It is recommended that no student participate in more than three events and one relay.

3. The 4 x 100 Relay will be run in heats. The best 4 times will qualify for the Finals.

4. Points shall be awarded as follows:

10 - 1st	8 - 2nd	6 - 3rd
4 - 4th	2 - 5th	1 - 6th
0 - 7th		

5. In case of a tie, points will be split.

6. Medals will be awarded for the first 3 places.

7. Medals will not be given for the following events buy points will be awarded:

Bicycle Sprint	Frisbee Toss
Softball Throw	Soccer Kick
Sack Race	Home Run
3-Legged Race	Football Kick
Whiffle Ball	Tug of War

8. Points will be awarded or deducted based on behavior during the assembly and the field day (including lunch.)

DESCRIPTION OF EVENTS - 6TH AND 7TH GRADES

EVENTS	DESCRIPTION	LOCATION
1. Softball throw	For distance-best of 3 throws	Football Field
2. Standing Long Jump	Best out of 3 jumps	Long jump pit
3. Running Long Jump	Best out of 3 jumps	Long jump pit
4. High Jump	3 jumps at each height - 3 misses at one height calls for disqualification.	High jump pit
5. 50 meters	Sprint	Track
6. 100 meters	Sprint	Track
7. 400 meters	1 lap around the track	Track
8. 1500 meters	4 laps around the track	Track
9. Cross Country	Less than a mile to be run on a campus course	Starts at track
10. 4x100 Meter Relay	Baton race where each contestant runs 1/4 lap	Track
11. 4x400 Meter Relay	Baton race where each contestant runs 1 lap	Track
12. Frisbee Toss	Contestants gets 3 tosses. Objective is to throw frisbee through a hoop from 30 yards.	Football Field
13. Sack Race	Hop 50 yds. in a feed sack	Football Field
14. 3 legged race	2 contestants with incide legs tied together - run 50 yards.	Track
15. Steeplechase	Predetermined obstacle course run over, around and through	Football Field
16. Soccer Kick	Each student is allowed one kick for distance, the balls are lined up evenly. The winner is determined by the ball that travels greatest deistance.	Football Field
17. Tug of War	Winner of tug of war will withstand the process of elemination. No mover than 6 contestants on each team. A1 vs A2 starts competition, the loser is eliminated; the winner is then challenged by the next	Football Field

	homeroom in sequence.	
18. Flexed arm hang (girls)	Contestants have qualified on AAPHER Test	Football Field
19. Pull-ups (boys)	Contestants have qulaified on AAPHER Test	Chin-up bars
20. Shot Put	For distance-best of 3 throws	Shot put Circle
21. Home Run Contest	Contestant tosses a ball up and tries to hit it over the fence (3 tries)	Football Field
22. Football Kick	Each contestant is allowed two punts for distance	Football Field
23. 800 Meters	2 laps around the track	Track
24. Bicycle Sprint	European start-Contestants sprint from end line to the goal line; mount bikes and race 100 yards. Contestants furnish own bikes.	Football Field
25. BMX Wheelie	For distance; on one wheel from starting line; one contestant from each country - Boy or Girl	Track
26. BMX Freestyle	One minute routine of stunts; judged on style, difficulty and technique - Boy or Girl.	Track

OLYMPIAD VII
6TH GRADE
WEDNESDAY, MAY 23

9:00 - 9:15	Olympic March
9:15 - 9:30	Formal Ceremonies
9:30 - 9:35	Girls Cross Country
9:35 -10:00	Girls Flexed Arm Hang and Boys Overhand Pullups
10:00 -	Standing Long Jump - Girls
10:00 -	Softball Throw - Boys
10:15 -	Standling Long Jump - Boys
10:15 -	Softball Throw - Girls
10:00 -10:05	Girls 800 Meter Run
10:05 -10:10	Boys 800 Meter Run
10:10 -10:18	Girls 1500 Meter Run
10:18 -10:26	Boys 1500 Meter Run
10:26 -10:28	Girls 400 Meter Run
10:28 -10:30	Boys 400 Meter Run
10:30 -	Girls - Running Long Jump
10:30 -	Boys - High Jump
10:30 - 10:34	Girls Steeplechase
10:34 - 10:38	Boys Steeplechase
10:38 - 10:43	Girls Frisbee Toss
10:43 - 10:48	Boys Frisbee Toss
10:48 - 10:51	Girls Sack Race
10:51 - 10:54	Boys Sack Race
10:43 - 10:57	Girls 3-legged Race
10:57 - 11:00	Boys 3-legged Race
LUNCH AND BREAK	
12:00 -	Boys Running Long Jump

12:00 -	Girls High Jump
12:15 -	Girls Shot Put
12:25 -	Boys Shot Put
12:15 -	Boys Homerun
12:25 -	Girls Homerun
12:30 -12:32	50 Meter Dash - Girls
12:32 -12:34	50 Meter Dash - Boys
12:34 -12:36	100 Meter Dash - Girls
12:36 -12:38	100 Meter Dash - Boys
12:38 -12:42	Girls Soccer Kick
12:42 -12:46	Boys Soccer Kick
12:46 -12:50	Girls Football Kick
12:50 -12:54	Boys Football Kick
12:54 -12:57	Girls Bicycle Sprint
12:57 - 1:00	Boys Bicycle Sprint
1:00 - 1:03	4x100 meter relay - Girls (1st heat)
1:03 - 1:06	4x100 meter relay - Girls (2nd heat) = Best 4 times
1:06 - 1:09	4x100 meter relay - Boys (1st heat)
1:09 - 1:12	4x100 meter relay - Boys (2nd heat) = Best 4 times
1:12 - 1:30	BMX Wheelie competition
1:30 - 1:45	BMX Freestyle competition
1:45 -	Girls and Boys Tug of War
2:00 -	Open Time - Medal Presentation and Standings

OLYPIAD VII
7TH GRADE
THURSDAY, MAY 24

9:00 - 9:15	Olympic March
9:15 - 9:30	Formal Ceremonies
9:30 - 9:33	8th Grade Girls 4x100 meter relay (1st heat) Best 4
9:33 - 9:36	8th Grade Girls 4x100 meter relay (2nd heat) times
9:36 - 9:40	8th Grade Boys 4x100 meter relay (1st heat) Best 4
9:40 - 9:43	8th Grade Boys 4x100 meter relay (2nd heat) times
9:43 - 9:46	7th Grade Girls 4x100 meter relay (1st heat) Best 4
9:46 - 9:49	7th Grade Girls 4x100 meter relay (2nd heat) times
9:49 - 9:52	7th Grade Boys 4x100 meter relay (1st heat) Best 4
9:52 - 9:55	7th Grade Boys 4x100 meter relay (2nd heat) times
9:55 -10:00	Girls Cross Country
10:00 -10:05	Boys Cross Country
10:05 -10:20	Girls Flexed Arm Hang
	Boys Overhand Pullups
10:20 -	Standing Long Jump - Girls
10:20 -	Softball Throw - Boys
10:35 -	Standing Long Jump - Boys
10:35 -	Softball Throw - Girls
10:20 -10:25	Girls 800 meter run
10:25 -10:30	Boys 800 meter run
10:30 -10:38	Girls 1500 meter run
10:38 -10:46	Boys 1500 meter run
10:46 -10:48	Girls 400 meter run
10:48 -10:50	Boys 400 meter run
10:50 -	Girls Running Long Jump
10:50 -	Boys High Jump

10:50 -10:54	Girls Steeplechase
10:54 -10:58	Boys Steeplechase
10:58 -11:08	Boys Frisbee Toss
11:08 -11:11	Girls Sack Race
11:11 -11:14	Boys Sack Race
11:14 -11:17	Girls 3-legged race
11:17 -11:20	Boys 3-legged race
11:20 -	Boys Running Long Jump
11:20 -	Girls High Jump
11:20 -11:22	Girls 50 meter dash
11:22 -11:24	Boys 50 meter dash
11:24 -11:26	Girls 100 meter dash
11:26 -11:28	Boys 100 meter dash
11:28 -11:32	Girls Soccer Kick
11:32 -11:36	Boys Soccer Kick
11:36 -11:45	Girls Home Run Contest
11:36 -11:45	Boys Home Run Contest
LUNCH AND BREAK 11:45 - 12:30	
12:30 -	Girls/Boys Shot Put
12:30 -12:34	Girls Football Kick
12:34 -12:38	Boys Football Kick
12:38 -12:41	Girls Bicycle Sprint
12:41 -12:44	Boys Bicycle Sprint
12:45 -	Girls Tug of War
1:00 -	Boys Tug of War
1:30 - 1:45	7th BMX Wheelie
1:45 - 2:00	7th BMX Freestyle
2:00 - 2:15	8th BMX Wheelie
2:15 - 2:30	8th BMX Freestyle
2:30 -	Open Time -- Medal Prsentations and Standings

8TH GRADE - DESCRIPTION OF EVENTS

	EVENTS	DESCRIPTION	LOCATION
1.	Cross Country	Distance event approximately 1 mile; event will run on a campus course - start and finish on track	Track
2.	High Jump	3 jumps at each height-3 misses at one height calls for disqualification	High Jump Pit
3.	Flexed Arm Hang	Contestants have qualified on the AAPHER Test	Chin-up bars
4.	Pull-ups	Contestants have qualified on the AAPHER Test	Chin-up bars
5.	50 meters	Sprint (lanes)	Track
6.	400 meters	Sprint-one lap around track	Track
7.	50 meter hurdles	Sprint (in lanes). Runners will clear two hurdles over the 50 meter course.	Track
8.	Shot Put	For distance-best of 3 throws	Shot Put Circle

9. Steeplechase	Prdetermined obstable course to be run over and around and through	Football Field
10. Running Long Jump	Best of 3 jumps	Long Jump Pit
11. 1,500 meters	Distance event - similer to the mile run	Track
12. 200 meters	Sprint (lanes) - 1/2 lap	Track
13. Softball Throw	For distance - best of 3 throws	Football Field
14. 100 meters	Sprint (lanes)	Track
15. 800 meter	Middle distance run - 2 laps around track	Track
16. Bicycle Sprint Race	European start-Contestants sprint from end line to the goal line; mount bikes and race 100 yards, contestants furnish own bikes.	Football Field
17. Javelin	For distance-best of 3 throws	Football Field
18. Sack Race	Hop 50 yards in a feed sack	Football Field
19. 3 Legged Race	2 contestants with inside	Football Field
20. Home Run Contestant	Contestant tosses a ball up	Football Field
21. Discus	For distance-best of 3 throws	Discus Circle
22. Frisbee Toss	Contestants get 3 tosses Objective is to throw frisbee through a hoop from 30 yards.	Football Field
23. Soccer Kick	Each contestant is allowed one kick for distance. The balls are lined up evenly. The winner is determind by the ball that travels the greatest distance.	Football Field
24. Triple Jump	Combination event - hop, step and jump - for distance, best of 3 tries.	Long Jump Pit
25. 4x100 meter relay	Baton race where each contestant runs 1/4 lap	Track
26. 4x400 meter relay	Baton race where each contestant run 1 lap	Track
27. Whiffle Ball	7 team round robin-one inning game, one pitch per batter, pitcher and he bats last. A game consists of every person batting only once and counting the total runs.	Football Field
28. Tug-of-War	Boys and girls are on separate teams. 6 members will participate; winner of tug-of-war will withstand the process of elimination	Football Field
29. Football Kick	Each contestant is allowed two punts for distance.	Football Field
30. BMX Wheelie	For distance; on one wheel from starting line; one contestant from each country - Boy or Girl	Track
31. BMX Freestyle	One minute routine of stunts;	Track

judged on style, difficulty and technique - Boy or Girl.

OLYMPIAD VII
8TH GRADE
FRIDAY, MAY 25

9:00 - 9:15	Olympic March
9:15 - 9:30	Formal Ceremonies
9:30 - 9:32	6th Grade Girls 4x100 Relay
9:32 - 9:34	6th Grade Boys 4x100 Realy
9:34 - 9:36	7th Grade Girls 4x100 Relay
9:36 - 9:38	7th Grade Boys 4x100 Realy
9:38 - 9:40	8th Grade Girls 4x100 Relay
9:40 - 9:42	8th Grade Boys 4x100 Realy
9:42 - 9:48	6th Grade Girls 4x100 Relay
9:48 - 9:54	6th Grade Boys 4x100 Realy
9:54 -10:00	7th Grade Girls 4x100 Relay
10:00 -10:06	7th Grade Boys 4x100 Realy
10:06 -10:12	8th Grade Girls 4x100 Relay
10:12 -10:18	8th Grade Boys 4x100 Realy
10:18 -	Girls Flexed Arm Hang
	Boys Overhand Pullups
10:20 -	Boys High Jump
10:20 -	Girls Running Long Jump
10:20 -10:22	Girls 50 meter dash
10:22 -10:24	Boys 40 meter dash
10:24 -10:28	GIrls Steeplechase
10:28 -10:32	Boys Steeplechase
10:32 -10:35	Girls Cross Country
10:35 -10:38	Boys Cross Country
10:38 -10:42	Girls 800 meter dash
10:42 -10:46	Boys 800 meter dash
10:46 -10:48	Girls 100 meter dash
10:48 -10:50	Boys 100 meter dash
10:50 -	Girls High Jump
10:50 -	Boys Running Long Jump
10:50 -	Girls & Boys Softball Throw
10:54 -10:57	Girls 200 meter dash
10:57 -11:00	Boys 200 meter dash
11:00 -11:08	Girls 1500 meter run
11:08 -11:16	Boys 1500 meter run
11:16 -	Girls & Boys shot put
11:16 -11:18	Girls 400 meter dash
11:18 -11:20	Boys 400 meter dash
11:20 -	Girls & Boys Javelin Throw
11:20 -11:24	Girls Bicycle Sprint Race
11:24 -11:28	Boys Bicycle Sprint Race
11:28 -11:30	Girls Sack Race
11:30 -11:32	Boys Sack Race
11:35 -11:38	Girls 3-Legged Race
11:38 -11:40	Boys 3-Legged Race
11:40 -11:55	Girls & Boys Frisbee Toss
11:55 -	Girls Triple Jump

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11:55 -	Boys Discus Throw
12:00 -12:04	Girls Soccer Kick
12:04 -12:08	Boys Soccer Kick
12:08 -12:16	Girls Homerun
12:16 -12:22	Boys Homerun
12:22 -12:26	Girls Football Kick
12:26 -12:30	Boys Football Kick
LUNCH AND BREAK 12:30 - 1:15	
1:15 -	Boys Triple Jump
1:15 -	Girls Discus
1:15 -	Boys and Girls Tug of War
1:30 - 2:40	Whiffle Ball
1:30 -	March Into Stadium -All Grades
2:40 -	Closing Ceremonies - Awards, Standings

Update and Trends from the Georgia Department of Education
CANDACE J. NORTON and RENDEL STALVEY, Office of Health and Physical Education, Georgia Department of Education, Atlanta

In this session, updates and trends from the Georgia Department of Education will be discussed. These will inlcude: new state standards, increased high school graduation requirements, Basic Curriculum Content in health and physical education, the topicality review of the Teacher Certification Test, upcoming dates for the teacher preparation conference, pending and current legislation, and recommendationsfrom the Governor's Education Review Commission.

Ball Handling Skills in Basketball (4-8)
I. DAVID HARRIS and JOHN P. BARRETT, Kennesaw College, Marietta

Drills will be given for the following areas of basketball:

1. Individual ball handling
2. Over-Under Relay
3. Inside-out straddle Drill
4. Three Man Full Court
5. Dribbling Drills
   a. Speed dribble
   b. Chair dribble
   c. Dribble tag
   d. Jump-stop dribble
   e. Circle chair dribble
   f. Four line pivot dribble

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Health and Physical Education Microcomputer Software on the Market (K-8)
MARGARET A. JONES, Georgia State University

Micrcomputer software items will be available to run on the Apple and IBM-PC. These programs are housed in the Georgia State University Physical Education Resourse Center.

A list of Micrcomputer-related businesses will be available.

OTHER PRESENTATIONS...

Middle School Physical Education: Improving Student Participation
MICHAEL TENOSCHOK

Teaching Snow Skiing at School Without Snow!! (5-8)
JOHN BAXTER, THOMAS DOYLE, and ROBIN RIGDON

Share Your Program: Guidelines for Professional Presentations (k-8)
MICHAEL TENOSCHOK

Chute the Works with Parachute Activities (4-8)
BILLY E. GOBER and DIANE DUFFEY

Developmental Considerations in Competitive Sports for Children
MARIE RILEY

Follin' Around with Footbags
DENNIE KELLEY

What We Know about Motiviating and Understanding PRIMARY Children in Physical Education Activities OR What to Do When Your Children Ask "What Are We Doing in Gym/PE Today?
LEE ALLSBROOK

Armchair Aerobics: Fitness for the Physically Disabled (4-8)
JOYCE M. BUIS, KATHRYN N.EDWARDS and PATRICIA H. BENSON

Sport Education (4-8)
DARYL SIEDENTOP

Ropes Courses--Site Development and Construction (k-8)
JOHN M. CALL

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CONTEMPORARY ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION CONFERENCE

JANUARY 17-19, 1985
GEORGIA STATE UNIVERSITY, ATLANTA

Proceedings
Saturday, Activity and Position Paper Sessions
Edited by Margaret A. Jones

Sponsored by the
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SCHOOL DISCIPLINE: PRACTICAL APPLICATIONS OF RESEARCH

Katherine Hill, Rosaland Edwards, Madge Ashy, and Rene' Tatum
Louisiana State University, Baton Rouge

Discipline is a major problem facing modern education. A substantial body of literature is available to aid teachers in the understanding of the conditions which contribute to misbehavior and the selection of alternative techniques which may solve some of our problems. The purpose of this presentation is (1) to review the available literature on existing discipline models (2) to present results of research which has focused on playground and classroom management, and (3) to provide suggestions for practical applications of the available research.

TASK STRATEGY: ONE WAY TO INDIVIDUALIZE MIDDLE SCHOOL PHYSICAL EDUCATION

Dorothy Zakrajsek, University of Idaho

The presentation will focus on Supervised Task Programming, a method for individualizing middle school physical education. The model will be examined according to the operational components and concepts associated with individualized instruction.

The specific focus will be on the use of task strategies, criterion-referenced learning materials, profiling learner progress, day to day and whole unit approaches, and organizing strategies to accommodate individualized learning.

Throughout the presentation participants will be guided in the use of individualized materials and will be instructed in implementation procedures.

SELF CONCEPT: ITS ROLE IN AND IMPLICATIONS FOR PHYSICAL EDUCATION

Alan C. Applebee, San Jose State University

Traditionally, according to Bloom's Taxonomy, educational objectives are classified as falling into the psychomotor domain, the cognitive domain, or the affective domain. A construct which occurs in the last category is self concept.

Self-concept is a term often used in the realm of education, yet there seems to be many definitions of what it is and what part it plays in the educational process. Partly for this very reason, research in this area has been inconclusive. However, perceptual psychologists generally accept the idea that the feelings and beliefs one holds about oneself often motivate one's conduct; i.e., the self-concept is the antecedent for individual responses.

The purpose of this paper is to provide a working definition of self-concept, examine the research relative to the effects of self-concept on learning, to discuss the interaction that may occur between self-concept and physical education, and to provide some guidelines for considering the self-concept in physical education.

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REDUCTION OF DISRUPTIVE BEHAVIOR ON THE PLAYGROUND: A RESEARCH REPORT

Amelia M. Lee, Jerry R. Thomas, Les McGee and Stephen Silverman
Louisiana State University, Baton Rouge

A number of studies indicate that the use of behavior management techniques can be highly effective in modifying misbehavior of elementary school children. However, research demonstrating successful reduction of inappropriate behaviors has generally not explored children's knowledge of socially accepted behavior. The purpose of this study was (1) to investigate the effectiveness of two behavior modification treatments on reducing disruptive playground behavior in children from two grade levels, and (2) to determine if students identified as more and less disruptive had a different knowledge base about friendly behavior. Results of a funded project will be presented and discussed.

DEVELOPING A SEQUENTIAL CURRICULUM FOR GRADES K-10

Norman Lineburg, Radford City Schools, Radford, Virginia
Michael W. Dumin, Radford University, Radford, Virginia

Virginia in the Spring of 1984 issued Standards of Learning Objectives (SLO) for Physical Education as well as other subject areas. The release of the SLO's made this an ideal time to review the physical education curriculum. A seminar was developed involving Radford University and the Radford City School System to revise the curriculum to reflect the new SLO's. The process of viewing a K-10 curriculum with examples of how the SLO's were incorporated in the area of physical fitness will be discussed.

AN EFFECTIVE PROGRAM FOR WARM-UPS IN PHYSICAL EDUCATION

Charlene Faglier and Bob Kleinknecht
Moore Middle School, Florence, South Carolina

The purpose of individualized warm-up exercising at Moore Middle School in Florence, South Carolina is to maximize teaching time and to promote values of lifetime fitness. The exercises used stress the four areas of health - related fitness: (1) flexibility, (2) muscular strength and endurance, (3) cardio-respiratory endurance, and (4) body composition. During the first two weeks of a quarter, classes exercise together with specific instructions on technique given by the teacher. Students exercise individually during the third week, but are given time limits and the number of repetitions that should be done. In the remaining six weeks, students choose exercises from a posted chart and work individually for a certain amount of time or a minimum number of repetitions for each exercise. When students come directly onto the gym floor from the locker rooms to warm-up individually, more time is given to daily lessons. Students respond positively to exercising individually by getting dressed quicker and working harder on their choice of exercises.

ACADE MOTION: INTEGRATING ACADEMICS AND MOVEMENT ACTIVITIES (K-6)

Jim L. Stillwell, Pittsburg State University, Kansas

The presentation deals with a variety of activities designed to incorporate academic learning in an elementary physical education curriculum. Movement activities (1) for organizational purpose, (2) involving aerobic work, (3) utilizing small apparatus, and (4) designed to develop selected components of physical fitness will be presented. Academic concepts involving numbers, letters, colors, geography, and history will be presented.

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CURE FOR THE GYM BLAHS:
BULLETIN BOARD IDEAS IN PHYSICAL EDUCATION (K-8)

India Anne Goodyear, Dearing Elementary School, McDuffie County Schools

This program will be a slide presentation of bulletin boards used for various purposes in all aspects of the total physical education program. Various comments concerning their effectiveness and construction will be made during the presentation. Uses for Bulletin Boards: (1) Introduction of Units or Concepts, (2) Skill performance knowledge, (3) Game strategies, (4) Motivation, (5) General rules and regulations, (6) Exceptional student recognition, (7) Student participation, (8) Public relations, (9) Holiday seasons, and (10) Create excitement.

CREATIVE HOMEMADE EQUIPMENT AND ITS USE IN AN ELEMENTARY PHYSICAL EDUCATION CURRICULUM (K-6)

Jim L. Stillwell, Pittsburg State University, Kansas

The presentation deals with a variety of creative, inexpensive equipment appropriate for use with young children. Also included are selected movement activities and uses for the equipment. The equipment includes the homemade balance beam, mini-trampoline, vertical jump board, bread bag jump ropes, stagecoach, scooters, barrell staves, milk cartons, scoopball, aluminum hurdles, newspapers, pouches, colored bands, wrist developer, wands, Lacrosse racquet, pick-em-ups, pogo squares, spinning target machine, ladder tournament boards, and task cards.

COMPULSIVE HEALTH BEHAVIORS

Leslie G. McBride, Portland State University, Oregon

Compulsive health behavior refers primarily to the complex of eating disorders--an array of compulsive eating behaviors in which compulsive exercise usually plays a significant role. Approximately 500,000 American females between the ages of 10 and 34 suffer from some form of eating disorder. While most research, media, and public attention has focused on the compulsive health behavior problem among young adults, the adolescent years appears to be the developmental period when individuals are at greatest risk of developing either the behaviors themselves or the profile of psychological traits (including negative body image and poor self-concept) that may lead to compulsive behaviors in later years.

Physical educators can play a vital role in the prevention of eating disorders. They are in an excellent position to help adolescents acquire positive feelings about their rapidly changing bodies. In addition, physical educators are in better positions than most teachers to observe possible maladaptive behaviors and offer help to youngsters in trouble before they develop a major disorder.

This presentation offers a brief summary of the physio-, psycho-, and cultural determinants of eating disorders. It identifies the symptoms of bulimia and anorexia nervosa, describes factors that may place adolescents at risk, and offers specific teaching ideas aimed at developing a positive body image among adolescent males and females. The presentation also identifies support services available to eating disorder victims and their families.

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CAMPING AND BACKPACKING (4-8)

Vicki Burrow, Dave Roland, Claudia Walls and Butch Whiteaker
Holcomb Bridge Middle School, Fulton County

The presentation will include how-to-do-it ideas for a backpacking and camping unit. There will be slides and a video showing the students building fires, campsites, lean-to's, cooking and making ice cream and smores, incorporated within the presentation will be instructions on how to apply these activities to different schools and teaching situations. There will also be a how-to presentation on ecology and how to relate it to the unit. Finally, we will make ice cream and smores for observers to sample and utilize these techniques for their specific situation.

I DOUBLE DARE YOU TO PUT FITNESS, FUN, SPORTS AND ADVENTURE IN YOUR MIDDLE SCHOOL PROGRAM!! SEE HOW GARRETT MIDDLE SCHOOL DID IT USING GEORGIA'S NEW MIDDLE GRADES PHYSICAL EDUCATION CURRICULUM

Michael Norman, Salice McGee, Clayton Hill and Sally Cox, Cobb County Schools

The physical education program of Luke Garrett Middle School, located in Austell, Georgia, Cobb County, is based upon guidelines set forth by the State Department of Education's publication "Middle Grades Physical Education 5-8", and the Cobb County Physical Education Curriculum Guide.

Luke Garrett Middle School's Physical Education Program has received national and state recognitions and awards. In 1983-84, Garrett's program received the award of "Excellence in Physical Education" from the Georgia Department of Education. In addition, Garrett is a National School of Excellence, as well as a National Demonstration School for the President's Council on Physical Fitness.

The presentation will consist of discussions covering: (1) Philosophy, (2) Scheduling, (3) New and different approaches and concepts of classes, (4) Intramural activities, and (5) The extension of school program through community resources and facilities.

ORGANIZING A PHYSICAL EDUCATION DEMONSTRATION

Sherri O. Smith, Ft. McClellan Elementary, Ft. McClellan, Alabama

Regardless of how many years of college a person has in preparation to become a teacher, there will still be areas in which he/she still feels ill-prepared. One such area that is difficult to "bluff" your way through is the task of organizing and directing physical education field days and demonstrations.

Physical education demonstrations are excellent for promoting your program and for informing parents and community of what is going on in the area of physical education. Many schools request that their physical education teachers provide such a program occasionally. Others would probably welcome the opportunity to have such a program if the teacher suggested it.

If the purpose of the program is to attract a large crowd, it is best to include all students who wish to participate. This can be done quite well with proper planning and by following a few very simple steps. These steps are as follows:

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1. Develop a general theme - Take into consideration-
   a. participants to be involved
   b. facilities and equipment available
   c. a workable program outline
2. Select specific activities-
3. Select appropriate music for each activity-
4. Select simple costumes or decide on what to wear for each activity-
5. Design a program of events and make arrangements to have it printed-
6. Select a committee to handle the props and begin training this committee-
7. Teach the activities to the participants, one group at a time.
8. Combine the activities into one- big rehearsal.
9. Opening Night--YOU ARE READY!!!

TIME SCHEDULE

SIX WEEKS BEFORE PROGRAM (OR AS SOON AS POSSIBLE)...

1. Look for ideas.
2. Develop a general plan.
3. Decide on participants and method of selecting.
4. Set a date for the program.
5. Reserve facilities and P.A. system.

FOUR WEEKS BEFORE PROGRAM...

1. Select specific activities and participants for each.
2. Send permission slips and information letters to parents.
3. Select music and tape it in the order to be used. (Make two.)
4. Choose simple costumes and props.
5. Appoint committees to handle programs, costumes, props etc.

THREE WEEKS BEFORE PROGRAM...

1. Teach activities to participants.
2. Practice in small groups, preferable regular gym classes.

ONE WEEK BEFORE PROGRAM...

1. Check progress of committees
2. Put polishing touches on activites.
3. Advertise the program.

ONE DAY BEFORE PROGRAM...

Complete rehearsal of all groups together *(including ushers, prop committee, etc.)

DAY OF THE PROGRAM...

1. Set up props and P.A. system.
2. Check on program distributers and assign them to certain areas.
3. Have prop committee and ushers report one hour before "show time."
4. Have program committee and participants report 30 minutes before "show time"

SHOW TIME!!!!! YOU ARE READY FOR A VERY SUCCESSFUL DEMONSTRATION!

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SHOOTING PRINCIPLES AND TECHNIQUES FOR BASKETBALL (4-8)

Peggy Dumas, Oral Roberts University, Tulsa

Goal: Teach students to teach themselves

I. MENTAL PRACTICE
- A. Concentration
- B. Ability to relax
- C. Confidence

II. PHYSICAL PRINCIPLES

Factors

- A. Sighting (locating) vs. Aiming
  1. Real target for basketball player is an open area inside the rim of a basket.
  2. Bank shots, sighting focuses on a spot related to the painted rectangle above basket.
  3. All other shots—sighting is on the front or back of the rim. (Generally, front of the rim is selected)
  4. Sighting point must be held in constant and clear focus from moment shot is begun to the completion of follow-through.
- B. Body Balance
  1. Shooter must have good control at various speeds.
  2. Shooter must have enough control to complete a smooth, continuous follow-through.

III. GENERATING FORCE
- A. A forward, supple action of the wrist and fingers
- B. A sudden extension of the arm, snapping the shoulder and elbow
- C. A sharp, knee-locking thrust with the legs while rising to the balls of the feet

IV. TIMING (RHYTHM)
- A. Begins with correct foot down from take-off and ends with follow through and recovery
- B. To prepare to shoot:
  1. Spread fingers comfortably
  2. Locate center ball by placing index finger on air valve
  3. Hold firmly with finger tips
  4. Leave cup with your hand (palms clear)
  5. Left hand is a "guiding hand." Role is to help right hand get ball into proper shooting position. Shoot through the guiding hand. Guiding hand will be EXACTLY same place it started at the end of the shot.
  6. Release at 12:00.

V. HAND-EYE COORDINATION AND FINGERTIP CONTROL
- A. All forces imparted on ball should pass through fingertips. (provides trajectory adjustments and "soft" natural backspin)
- B. Best rule is to follow a natural inclination to "just drop the ball over the rim." (Result: natural backspin and medium trajectory.)
- C. Shooter needs supple, sure wrist. Must develop a "feel."

VI. FOLLOW THROUGH
- A. Successful, consistent shooting depends on constant, smooth continuous build-up of propelling force that reaches its peak at the instant the ball leaves the fingertips.
- B. Follow-through needed which generates force which allows a diminish of power . Essential part of shooting sequence.
- C. Set shot follow through:
  1. Wrist down (It should be "wristy", as opposed to using fingers.)
  2. Hold momentarily.

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General Overview:
EMPHASIS in Shooting:
1. Use one hand
2. Balance ball
3. Cup
4. Shoot up (ball rotates around, should fall in front of you).
5. Follow through (wave good-bye)

PROGRESSION:
1. Develop feet (as above)
2. Practice individually, shooting through space
3. Shoot to line, spot or wall
4. Just in front of basket
   a. balance ball, 1 hand
   b. shoot ball in front of rim
   c. when proficient, 1 step back. If miss, 1 step forward — etc.

ROTATION:
1. Bank balls same shooting form. Good for fast break. More room for error.
2. Lay-up, jump shoot same shooting form.

INTRAMURALS: WHAT MAKES IT WORK (4-8)

Brenda Allums and Patsy Cash
Pointe South Junior High School, Clayton County Schools

I. Why Intramurals are Important
   A. Purposes
   B. Benefits
   C. Leadership

II. Getting Cooperation and Support
   A. Students
   B. Faculty
   C. Community

III. Selecting Games, Activities, and Modifying Rules

IV. Selecting Tournaments
   A. Single elimination
   B. Double elimination
   C. Round robin

V. Generating and keeping interest

VI. Resources Available
   A. Books
   B. Journals
   C. Special services
   D. Intramural/recreational sports/councils and associations

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SOFTBALL FOR MIDDLE GRADE CHILDREN: WHAT, WHY AND HOW

Adrian Devine, Former Atlanta Brave and Texas Ranger Pitcher
Georgia State University

A. WHY?
1. Catching, throwing, striking, running, and strategy skills.
2. Learning to obey rules and to respect authority.
3. Learning how to win and how to accept defeat
4. Learning to participate as a team member.

(By the 4th grade, students should be able to track an object in flight.)

B. WHAT?

FUNDAMENTALS! At all grade levels, fundamentals should be stressed.

1. Catching
2. Throwing
3. Hitting
4. Baserunning
5. Rules
6. Strategy

C. HOW?

1. Catching:
   a. glove selection and maintainance
   b. ready position
      -weight forward
      -buttocks low and glove low
   c. eyes on the ball***
   d. get in front of ball
   e. bring ball in to body once in glove to absorb shock
   f. crow hop to throw
2. Throwing: (3/4 overhand)
   a. grip
   b. arm back-away from body
   c. hip rotation
   d. all motion toward intended target
   e. lead with elbow
   f. wrist snap
   g. follow through
3. Hitting:
   a. bat selection
   b. grip
   c. stance
   d. stride
   e. swing
      -top hand over
      -arms extended
      -"chin to chin"
   f. follow through
4. Baserunning:
   a. home to 1st (infield hit)
   b. home to 1st (hit to outfield)
   c. tagging up
   d. forcing mistakes by fielders

D. QUESTIONS (as time permits)

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A DYNAMIC DEVELOPMENTAL JUNIOR HIGH SCHOOL PHYSICAL EDUCATION PROGRAM

Ken Coyle and Steve Fedorchak, McKemny Junior High School, Tempe, Arizona

The curriculum offers a variety of activities in one and two week units that meet daily. Team sports, lifetime sports, gymnastics, physical conditioning, rhythmic activities, body management, and recreational activities provide balance. Coupled with instructional techniques that emphasize participation, improvement, and personal success the short units provide students with successful encounters in a wide breadth of physical activities. Short units were chosen to avoid frustrating or boring junior high school students who experience this rapid growth period as a difficult time to develop motor skills.

A consistent format for each day's lesson contains four segments.

1. Introductory Activity. This short segment lasts for two to three minutes and perpares students for vigorous exercise. Students use large muscle groups in simple games, and movement and body management skills. Drills teach running, starting, stopping, pivoting, turning, and twisting.
2. Physical Fitness Activity. This segment emphasizes seven to eight minutes of vigorous activities designed to improve strength, endurance, flexibility, and to reduce body fat. Routines and activities are rotated to carefully follow progression and overload principles. New and popular fitness activites encourage all students to find an enjoyable fitness activity.
3. Skill Work Activities. This phase - 20 minutes long - develops a physical skill systematically. The emphasis is on instruction, practice time, station work, contract work, information feedback, performance challenges, and partner work on skills. To develop positive activity habits, each student uses equipment individually. A concerted attempt is made to allow students to work on their skills, and enjoy both some measure of personal success and challenge.

Week	Introductory Activity	Physical Fitness	Skill Work
1.	Orientation/ Management	Teacher-Leader Activities	Orientation Global Ball
2.	Basic Movements	Teacher Leader Activities	Field Hockey
3.	Move and Pose on Signal	Stretching Exercises	Golf
4.	Walk, Trot, and Sprint	Stretching Exercises	Movement Principles/Testing
5.	Partner Over and Under	Circuit Training	Flag Football
6.	Run, Stop and Pivot	Circuit Training	Flag Football
7.	European Running	Exercise to Music	Bean Bags/Juggling
8.	Bend, Stretch and Shake	Exercise to Music	Soccer
9.	Marking and Tag Games	Astronaut Drills	Soccer
10.	Movement skills	Astronaut Drills	Rope Jumping/Tug of War
11.	Follow the leader	Grass Drills and	Team Handball
12.	Bridges by Three	Partner Resistance	Self Defense/New Games
13.	Jumping Skills	Weight Training	Volley Ball
14.	Movement Skills with Hoops	Weight Training	Volley Ball
15.	Simple Games	Obstacle Course	Stunts and Tumbling
16.	Throw and Catch	Obstacle Course	Frisbee Games
17.	Walk, Trot and Sprint	Continuity Exercises	Lacrosse
18.	Running Techniques	Continuity Exercises	Lacrosse

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S-10 A DYNAMIC DEVELOPMENT (Cont'd)

With the help of Bob Pangrazi of Arizona State University, Steve Fedorchak started the McKemy program about six years ago when there were no indoor teaching facilities. One new gymnasium and many curriculum revisions later, Steve continues to improve the program while modeling fitness through his participation in swimming, weight lifting, and bicycling. As a teacher, he is a well-organized classroom manager avoiding unproductive time. All ability levels receive equal attention without favoritism for higher skilled individuals. He helps all students find a physical activity to incorporate into their life styles.

Ken Coyle taught a homeroom class at McKemy before moving into the physical education program six years ago. An enthusiastic sports participant, Ken works out daily at a Nautilus Club, runs 10 kilometer events, and regularly bicycles to and from school. His good sense of humor gives him a special knack for communicating with seventh and eight graders. His classes are characterized by high expectations, positive interactions, and hustles. Ken continually seeks new ideas and activities for the McKemy program.

People who visit from all over the Southwest--and points beyond--are amazed at these two hard-working, dedicated teachers. (Some people have even commented that the program requires too much energy!) But energy is not a problem for these teachers.

FOOTWORKS . . . . . A LEAD UP TO SOCCER (3-8)

Cathi Perry, Sope Creek Elementary School, Cobb County Schools

I. WARM-UPS

Introduction: All children need to perform stretching and strengthening exercises before physical activity. The static stretching is considered the best because it is not a sharp pulling of the muscle but rather the slow, easy lengthening of it. In Soccer, the legs are the most emphasized, so warm-ups should include several leg stretches.

Standing

A. Stand in a straddle position with the ball on the ground between your legs. Keeping your legs straight and bending at the hip joint bend forward and scoop your fingertips under the ball and bring it up to your waist. Then bend over, replace the ball and repeat. Then do this in a pike position (this should only be done if they are successful in a straddle position).
B. Perform "A" again but this time lace fingers under the ball BEFORE bringing it up. Then repeat this in a pike position.
C. This is much more difficult than A and B. Do A but lace your fingers behind your neck and try to pick the ball up with your elbows. *Now if they are successful, try this in a pike. (This is extremely hard to do but they enjoy trying.)
D. Stand in a straddle position. Place the ball on the ground as far out to the front of you as possible. Then scoot your feet back several inches and try to retrieve the ball without falling over.
E. This is the same as D except you place the ball behind you between your legs on the ground. Then scoot your feet forward and try to retrieve the ball.

*(A-E mainly stretches out one's lower back, hamstrings and calves).

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Sitting

A. Sit on the ground with legs apart in a straddle position. Keep your knees locked and roll the ball on the ground using only your fingertips around the back and legs. Change directions.
B. Do A but in the pike position. This is more difficult.
C. Sit-ups. Lay down with bent knees holding the soccer ball over your head on the ground. Come up and place the ball on the ground in front of your feet, leave it there, lie back down and touch fingers to the ground above head. Come back up and retrieve ball and lie back down and leave ball at head then sit back up and touch grass in front of feet. Once coordination is understood then increase your pace.

II. ENDURANCE EXERCISES

Jumping

A. Place the ball on the ground in front of you. Try not to cause the ball to move. Stand behind the ball with your feet together. Try to jump forward over the ball, turn, jump forward again and continue. Then try jumping forward then backward over the ball.
B. This is the same as A except try to jump side to side over the ball. Try single footed jumps (easy) then double footed jumps (more difficult).
C. Last, try alternate directions. Jump forward over the ball, then backward, then sideward one way and ending with sideward the other way. Repeat.

Foot Tapping

A. Stand on one foot with the ball of the other foot resting lightly on top of the ball. Then change feet tapping lightly on top of the ball each time.
B. Do A but you move around in a circle around the ball. The ball must stay in one spot.
C. Do A and make the ball move while you do it. (fw, bw, sw)

III. PARTNER DRILLS

A. Straddle passing. Stand in a straddle back to back. Have one person bend over and pass the ball through both sets of legs to the other person. When the other person receives the ball, he brings it up with both hands over his head to his partner who has his hands up ready to receive the ball. Continue then reverse the direction. Repeat the above except more further apart.
B. Figure 8. Stand back to back about an elbow's length in a straddle position. One partner twists around with the ball in both hands and gives the ball to his partner who has twisted around the other way to receive it. Continue. Try to increase speed and distance to make it harder.
C. "Belly-Backs". The partners stand with the ball between them holding it only with their bellies, no hands. Try to slowly rotate (in opposite directions) until the ball is between your backs, keep going until the ball is back at the bellies again. Arms go up over head during this.
D. "Head to Head". Place the ball on your forehead and place it against your partner's forehead. Without using your hands, start slowly going down in a squat until reaching a push-up position, then come back up without touching.

IV. COORDINATION ACTIVITIES

A. Foot volleys. Hold ball in hands at waist level. Drop ball and bring foot up off the ground and contact underneath the ball with shoe laces. Tap it, don't kick it hard, then try to catch it. Repeat this except try to volley with the other foot before catching (drop, foot, foot, catch).

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C. Combination volleys. (very difficult). Drop the ball and volley from foot to foot, knee to knee, and then catch. For fun, try "around the world". Volley from right foot to right thigh, to right shoulder, to head, to left shoulder, to left knee to left foot.

EVERY CHILD A WINNER -- A PROGRAM THAT WORKS! (K-6)

Martha Owens and Susan Rockett, Every Child a Winner, Ocilla, Georgia

The Every Child A Winner Program, a field tested curriculum model, is a member of the National Diffusion Network, United States Department of Education. The program improves fitness, motor skills, and enhances academics and the self-concept.

The curriculum model is based on the Laban Framework and provides developmental movement experiences for children K-6. An overview of educational games, dance and gymnastics will be presented. A plan for successfully implementing the Every Child A Winner program with available funding sources will be provided. Teacher training materials will be explained which were developed and field tested for their effectiveness in assisting others in installing the Every Child A Winner program. Lesson plans, guides and audio-visuals, developed by the project staff for use by teacher trainers, supervisors and curriculum directors in inservice and preservice training will be presented.

Project

Every Child a Winner with Movement Education

Descriptors

Aurally handicapped, emotionally disturbed, kindergarten, learning disabilities, mainstreaming, mentally handicapped, movement education, orthopedically handicapped, physical education, self concept, special education, speech handicapped, visually handicapped.

Target Audience

Approved by JDRP for students, grades K-6.

Description

An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child A Winner -- Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the child's self-concept and to improve academic skills as well as movement skills.

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Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child A Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two day continuation) provides detailed information on refining students; movement skills and assistance in implementing in the upper grades.

Project should be implemented first in K-3, with a plan for expanding to K-6.

Evidence of Effectiveness

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness Test, Minnesota Motor Skills Test, California Inventory of Personality, and the SRA Math and Reading Test. The data showed improvement in all areas, physical fitness and motor skill levels being evaluated significantly ($p < .05$).

Implementation Requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multi-purpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement is required between the project director and adopter.

Financial Requirements

Training materials: one copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $10 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

Services Available

An NDN-funded Developer/Demonstrator project.

Project consultants provide technical assistance and training in program implementation to contracted adopters. Phase I and II Training is conducted at developer or adopter site. Training materials are obtained from the project. One-day awareness training is provided at demonstration school sites for potential adopters; this includes detailed information on adoption requirements and a tour through the program. Awareness packets available on request. Visitors welcome twice weekly October-April. Contact D/D two weeks in advance.

Contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141, Ocilla, Georgia, 31774, (912) 468-7098.

Developmental Funding

USOE ESEA Title III.

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PHYSICAL FITNESS IN GEORGIA ELEMENTARY SCHOOLS: WHERE DO WE GO FROM HERE?

Doyice J. Cotten, Joe Blankenbaker and Rhonda Dickerson Harrison,
Georgia Southern College, Statesboro
Terry Parker, Warner Robins Elementary School, Warner Robins, Georgia
Leslie Belcher, Lyons Junior High School, Lyons, Georgia

It has been over 30 years since the Kraus-Weber Test results burst upon the American Scene with the message - AMERICAN CHILDREN ARE UNFIT! Not only were American children shown to be unfit, but their failure rate was much higher than that of children in other countries. Comparisons of American and European children showed the startling results: about 8% of the European youngsters failed the test while an astounding 57.9% of the American children failed. The furor created by these results helped bring about an increased emphasis on physical fitness, the President's Council on Physical Fitness, and the AAHPERD Youth Fitness Test. With this being the Centennial of AAHPERD, it seems of interest to see how far we have come in the last 30 years.

The Test

The test that caused all the uproar consists of six items and can be administered in a few minutes time. As Kraus pointed out, the test was not intended to measure degrees of fitness or to determine optimum levels of fitness, but to provide a minimum standard of fitness. The test attempts to determine if an individual has sufficient strength and flexibility in the trunk area to meet the demands of daily living. Failure of any one of the six items is considered a test failure. The items on the test are:

1. Abdominal Plus Psoas: Ability to sit up from a supine position with the legs straight.
2. Abdominal Minus Psoas: Same as number 1 except with knees bent.
3. Psoas: Ability to raise legs 30° and hold for 10 seconds.
4. Upper back: Ability to raise the trunk and hold for 10 seconds while in a prone position.
5. Lower Back: Ability to raise the legs and hold them in a raised position for 10 seconds in a prone position.
6. Flexibility: Ability to bend slowly from an erect position and touch finger tips to the floor for 3 seconds without bending the knees.

"Kraus-Weber Test Performance in Bulloch County Schools" (Cotten-Blankenbaker-Dickerson)

The purpose of this study was to compare the fitness of students in a rural south Georgia County with that of the students in the original Kraus-Hirschland Study (K-HS).

Results of the Bulloch County Study (BCS) involving over 800 students from five public schools showed that the Georgia youngsters had fewer failures (48.8% vs. 57.9%) than the group in the original K-HS. Of particular interest was the fact that failure rates for 6-,7-, and 8-year olds were comparable, but the BCS students failed less often after that with the biggest discrepancies occurring at ages 13 and 14. More failures occurred in the K-HS between ages 11-14. There was a small increase in BCS failures at ages 11-12, but the failure percentage was less than in the K-HS.

Fewer failures in the current study may be attributed to both fewer weakness failures and fewer flexibility failures. In addition, the number of students failing more than one item also decreased substantially. Little difference was found between the failure rates of blacks and whites.

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"Physical Fitness of Private School Students"
(Cotten-Belcher)

The purpose of this study was to compare the fitness of students attending an exclusive private school with that of students in the original K-HS.

Subjects were 476 youngsters, aged 6-14, attending Savannah Country Day School, an established private school that is expensive and attended by upper socioeconomic level students.

Results of the Savannah Country Day Study (SCDS) were very surprising in that 75% of the youngsters failed as compared with 58% of the K-HS subjects. The failure rate was particularly high through age 10, however, thereafter the failure rate was about the same as that of the K-HS. More SCDS students failed the flexibility test at every grade level, however, weakness failures were slightly lower than K-HS figures for ages 11-14.

It is interesting to note that males suffered slightly fewer failures than females, due primarily to a slight superiority of the males on the strength items. Neither sex performed well on the flexibility measure.

"Physical Fitness of Elementary School Youngsters at an Air Force Base School"
(Cotten-Parker)

The purpose of this study was to compare the fitness of elementary youngsters attending Warner Robins Elementary School (a military base school attended by children of military personnel) with that of the American children in the original K-HS. Results of the Warner Robins Study (WRS) showed that 45% of the students failed the test as compared with 58% of K-HS students. It was found that, in general, failures decreased with increasing age, and that males failed the test more often than females. Little difference was found between the failure rates of blacks and whites.

"Effects of a Brief Training Program on Kraus-Weber Test Scores"
(Cotten-Parker)

The purpose of this study was to determine the effects of a brief training program on Kraus-Weber Test performance of students who had previously failed one or more items.

More than 300 students were tested using the Kraus-Weber Test. One hundred fifty-four students failed to pass the test. Of these, 137 participated in a short conditioning program consisting of performing exercises related to the six test items for about five minutes a day for one week. The students were then retested with only 49% of the students failing one or more items.

The significant thing to note here is that after only one week, failures were reduced by about half. In fact, weakness failures were almost totally eliminated and flexibility failures were reduced substantially.

Comparisons Among Studies

While comparing the results of each of the previous studies with the K-HS results is of interest, additional information may be gained by comparing the three groups with one another. The results of the BCS most closely assembled the original K-HS results. They were very close in failure ages 6 through 8, after which the BCS followed the same basic pattern, but at a slightly lower failure rate. The SCDS private school students were the least fit in the study. Their failure rate through age 10 was much higher than all 3 of the groups. The fitness level at ages 11-14 improved to become roughly comparable to both the K-HS and the BCS.

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S-16 PHYSICAL FITNESS IN GEORGIA ELEMENTARY SCHOOLS (Cont'd)

The military base school youngsters in the WRS proved to be the most fit of the groups. Six-year-olds for the WRS, K-HS, and BCS were about equal in fitness, however, superiority of the WRS group began to emerge at age 7 and the group was clearly superior by age 10.

Summary and Conclusion

1. Youngsters entering school as 6-year-olds seem to be at about the same fitness level as the students in the K-HS.
2. Todays youngsters seem to be superior in fitness to those in the K-HS by 9 years old and continue to be superior through age 15.
3. Private school youngsters showed vastly inferior fitness levels to students in the K-HS, BCS, and WRS through age 10.
4. A brief training program significantly decreased the number of flexibility failures and almost totally eliminated weakness failures in the WRS.
5. Race does not appear to be a factor in test performance, however, socioeconomic level does seem to be important.

It is concluded that today, 30 years after the original Kraus-Hirschland Study, American youth seems to be slightly more fit than youth in the 1950's. It also appears, however, that a more vigorous physical education program could be very helpful in increasing the fitness level of American youngsters.

[illegible]ATIVE PROGRAM EVALUATION OF A PHYSI[illegible]AND HEALTH EDUCATION PROGRAM

Don McKee, Phy[illegible]al and Health Education Consultant,
Waterloo County Boa[illegible] of Education, Kitchener, Ontario, Canada

An analytical look at th[illegible] when, who and how questions addressing the evaluation of physical and he[illegible] education programs.

The session will outline a process, piloted and proven extremely successful in the Middle School. The process encourages a close examination from an internal and external perspective. Program evaluation has multi-purposes. These range from motivation to the measurement of objectives.

This session will be valued by individuals concerned and interested in various techniques in dealing with program evaluation.

Physical and Health Education

The Senior School Physical and Health Education Program Review is designed to be a cooperative venture involving the Principal, Vice-Principal, Physical and Health Education Teachers, Physical and Health Education Resource Staff and the Superintendent of Schools.

The purpose of the review is to provide an assessment of the Physical and Health Education programs in relation to the expectations of the prescribed curriculum documents. Not only will the review identify strengths and possible areas of weakness, but it should identify objectives and strategies for desired change and improvement. The major focus of the review will be to assist and support individual schools in meeting program objectives.

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Through the process, the review will examine the following areas:
-department organization;
-timetabling;
-physical education and health program;
-curriculum and courses of study;
-intramural program;
-interschool program;
-equipment and supplies;
-professional development;
-facilities.

The Review Team includes the Physical and Health Education Staff and the Physical and Health Education Consultants.

The Administrative Team includes the Superintendent of Schools, the Principal, and the Coordinator.

Stages of the Review Process:

Stage 1: Presentation of Review Plans to Principal.
-Superintendent of Schools, Principal, Coordinator, Consultants

Stage 2: Presentation of Review Plans/Process to Physical and Health Education Staff
-Superintendent of Schools, Principal, Vice-Principal, Coordinator, Consultants, Physical and Health Education Staff.

Stage 3: The Review in Action.
(a) The Review Team will consist of the Physical and Health Education Staff and the Resource Staff Consultants.
(b) Physical and Health Education Staff and Consultants meet to discuss the details of the review.
(c) Arrangements made for the actual process to take place.
(d) Provide opportunity for teacher input in the review and the preliminary report.

Stage 4: The Preliminary Report.
(a) The preliminary report will be compiled cooperatively by the Physical and Health Education Staff and the Resource Staff Consultants.

Stage 5: Assessment of Preliminary Report.
(a) The Administrative Team will meet to discuss the report after it is received.
(b) After reviewing the preliminary report, the Administrative Team will meet with the Review Team to provide reaction to the preliminary report.

Stage 6: Final Report.
(a) The final report will be written by the Principal and Physical Education and Health Staff.
(b) In addition to general findings, the report will contain recommendations for implementation and future directions.

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S-18 COOPERATIVE PROGRAM EVALUATION (Cont'd)

Design, Implementation and Evaluation of the Instructional Program

- -Department aims
- -Ministry guidelines
- -Waterloo county guidelines
- -School guidelines
- -Program overview
- -Course objectives
- -Course outlines
- -Co-educational courses
- -Adaptive programs
- -Resources - Human
- -Resources - Audio Visual and Printed

Administration and Curriculum Development

- -Organization
- -Timetabling
- -Utilization of staff
- -Facilities
- -Budget
- -Equipment and supplies
- -Student evaluation
- -Professional development
- -Instruction methodology
- -Student handbook

Intramural Program

- -Aims and objectives - expectations of principal, staff and students
- -Accountability
- -Supervision
- -Facility time
- -Program and activity organization
- -Student involvement
- -Publicity
- -Budget
- -Reward system

Interschool Program

- -Aims and objectives - expectations of principal, coaches staff and students
- -Coaching availability
- -Coaching guidelines and ethics
- -Coaching professional development opportunities
- -Facility and program organization
- -Student involvement
- -Student interests
- -Budget
- -Administrative assistance
- -Priority of program in relation to the instructional and the intramural program

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BALLROOM DANCE FOR ELEMENTARY AND MIDDLE SCHOOL CHILDREN

Claudette Wiape', University of Kentucky, Lexington

Different authorities will cite varying definitions for ballroom dance. Basically, ballroom dance refers to a coeducational form of dance with a social function performed in a recreational setting. Ballroom dances are said to reflect the music and mood of the era during which they evolved.

The benefits that can be obtained from participation in ballroom dance activities are numerous. First, it is a form of physical exercise that can be continued throughout one's life. With certain modifications, ballroom dance can be enjoyed by elementary school children, teenagers, adults and senior citizens. Furthermore, since ballroom dance has been popular in the United States since the onset of the Two-Step in 1890, it is likely to remain so in the years to come. Next, ballroom dance can be used to develop or encourage proper posture. And participation in this dance activity requires familiarity with the basic principles of music, and enhances one's sense of rhythm. Finally, ballroom dance fosters creativity and self-expression.

The elementary school is an ideal place to begin ballroom dance instruction. Primary grade students have not developed the prejudice against dance that is sometimes seen in older children. With modifications, a teacher can begin teaching the fundamentals of ballroom dance as early as the first grade. Since six year old children do not relate well to partners, dance steps can be taught and performed without partners. Depending on the individual class, children can begin working with partners as early as the third grade. However, with some classes, it may be advisable to use a two-hand dance position (partners face each other holding hands with slightly extended arms) as opposed to the typical closed position. Suggested dances for the elementary level are the fox trot, waltz, and samba.

Middle school children are ready to receive instruction in ballroom dance without any significant modifications. If their elementary school physical education programs included units in ballroom dance, they may be able to learn more advanced dances and intricate variations. The cha-cha, tango, rumba and jitterbug are suitable.

Before teaching a specific dance, both the teacher and the student should have a clear understanding of the fundamentals of ballroom dance. First, one must be aware of the different ballroom dance positions. The closed position is used with most of the traditional dances. In this position the female extends her right arm to hold the male's left hand. Her left hand is on the male's right shoulder. The male's right hand is placed on the small of the female's back. The female should stand slightly to the right of the male so that her feet are not directly in front of her partner's feet. This decreases the probability of having their toes stepped on for both partners.

The concept of leading and following is paramount. The role of the male is to lead. He sets the rhythm and determines what variations are to be performed. The female follows the male's lead. The male's right hand, which is placed on the small of the female's back, is used for leading. Obviously, dancing with the same person simplifies this task. However, elementary and middle school children should be encouraged to dance with different classmates in order to aid their social development.

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Next, knowledge of styling is necessary. This refers to the characteristics of a specific dance that makes it unique. Posture, footwork, clarity of movements, and the overall appearance of the dancers contribute to the style. For example, a rumba performed without the usual hip action would resemble a fox trot. Cue, or the basic rhythm of the dance (such as the slow-quick-quick cue of the rumba and the foxtrot), enhances appropriate styling.

And, students and teachers must comprehend the basic elements of music theory which apply to dance. There are five definitions that summarize the necessary components of music theory. Beat is the basic unit of time. An accent occurs when additional stress is placed on a beat so that it is louder or stronger than the other beats. Measure refers to the grouping of beats. Tempo is synonomous with speed. The tempo of ballroom dances may be defined as walking, running, fast, moderate or slow. The concept of the term meter is more complex. Meter is the organization of beats into a pattern. Meters are written like fractions. The top number indicates the beats per measure of music and is very important to the dancer. The bottom number indicates the type of note (i.e. quarter or half note). Most ballroom dances are performed with 2/4, 3/4 or 4/4 music. Although it is possible to find music in other, less common meters, such music may be rhythmically too complex for elementary and middle school students.

There are two problems that a teacher may have to cope with when doing a ballroom dance unit. Limited availability of dance records, and classes with uneven ratios of male to female students are possible. Both can be dealt with easily. Educational records designed for specific ballroom dances aren't necessary. Any music that has the appropriate meter and tempo can be used. One can remedy the second situation by having the extra male students (or female students) dance with each other. If the teacher does not dwell on this, the extra males will respond in a similar manner and not object strongly to a partner of the same sex. Furthermore, when the males students know that they will have to dance with another male if they don't find a partner rapidly, they tend to be less opposed to dancing with a girl. If the teacher feels uncomfortable asking similar sex students to dance together, he/she can rotate the extra children into the activity.

When teaching a specific dance, there are certain guidelines that can be useful. Provide the meter, tempo, cue, styling and positions for each dance, such information is given in the following chart. This information can be written on the blackboard. Demonstrate both the male and female parts. If the boys are in a line facing the line of girls, the teacher can stand between the two lines when demonstrating and teaching. This information can be used to pair students with partners. After the students have learned the steps, allow them to listen to the music before attempting to dance to the music.

There are a few basic principles that apply to all ballroom dances. First, men generally start forward on their left foot, while women start back on their right foot. Second, most (not all) forward steps are done on the left foot and most backward steps are done on the right foot. Third, all dance variations should begin on the first count of a measure. Finally, it is often helpful for beginners to return to the basic box step between variations.

Although one may encounter certain frustrations when teaching ballroom dance, the positive aspects certainly outweigh the problems that may occur And with experience, the teacher will learn how to counteract the difficulties as they arise. Consequently, there will be fewer problems.

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Dance	Meter	Tempo	Cue	Style	Country Where Dance Originated	Position	Variations
Fox trot	4/4	slow moderate or fast	slow-quick-quick slow-quick-quick	smooth	U.S.	Closed	Winchester Square turning square double magic triple magic
Waltz	3/4	slow moderate or fast	slow-slow-slow slow-slow-slow (accent on counts 1 & 4)	smooth flowing elegant	Germany Austria	Closed	box turning box progressive balance hesitation
Rumba	4/4	slow fast	slow-quick-quick slow-quick-quick	flat feet accented hip movement	Cuba	Closed	box progressive Circular turn (wheel) female turn
Cha-cha	4/4	fast	slow-slow-quick-quick-quick	light, bouncy	Cuba	Closed, facing	forward & backward basic cross-over & turn chase cuddle
Jitterbug (Swing)	4/4	moderate or fast	step-step-rock-step	individual styling	U.S.	Closed, facing wrap (cuddle)	double lindy triple lindy turns cuddle bridge
Samba	4/4	fast	slow-quick-slow	up & down bobbing	Brazil	Closed	basic progressive turn
Tango	2/4 or 4/4	slow or moderate	slow-slow-quick-quick-slow	gliding dramatic sophisticated	Argentina	Closed	basic box corte' (dip)

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TEACHING AND EVALUATING COGNITIVE SKILLS IN ELEMENTARY PHYSICAL EDUCATION: PRACTICAL EXPERIENCE

D. Scott Melville, Eastern Washington University, Cheney

The purpose of this presentation will be to introduce some practical field-tested ideas of how elementary physical education teachers can begin systematically teaching and evaluating cognitive skills. Also, I will explain how doing this can improve a program in a number of different ways. These purposes will be achieved by describing a system which evolved in my teaching of elementary students.

How I began teaching cognitive skills and the results it produced

I began my teaching of cognitive skills by first identifying a couple of concepts I thought to be most important. I asked myself, "If my students learned nothing else, what would I want to be able to say I taught them." In my case three concepts were selected. They were as follows:

1. The students should know that being physically fit can make them feel better, look better, and play sports and dance better.
2. The students should know that there are different kinds of fitness; muscular fitness, flexibility fitness, and aerobic-anaerobic cardiovascular fitness.
3. The students should be able to analyze sports, games, and exercises in terms of the kinds of physical fitness they develop or do not develop.

It should be made very clear that I am not in any way advocating these particular concepts as your starting place. They reflect my philosophy and are merely presented to show where I began. What I am advocating is that you select only two or three concepts to begin concentrating upon and that those concepts should be the ones that you believe to be more important than all others. By starting in this fashion I was not overwhelmed with a vast number of cognitive skills that needed to be taught. Also, it got me started wholeheartedly into the process because I really believed that what I was attempting to do was very important.

Once I had selected the concepts I wanted to teach the next step was how to introduce the concepts to the students. It was clear to me that I would not want to present this information in lengthy talks. The children wanted to be active and simply would not sit still for long periods of time.

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Furthermore, I also wanted them to be maximally active. My view was that they received previous little opportunity for guided physical activity as it was. I thus began presenting the concepts during warm-ups and occasionally between breaks in activities. For example, as we were doing warm-up stretching I might explain the three ways being physically fit could help them. During a break following a game I might mention to them the kind of fitness the previous activity produced. After doing this for a couple of weeks I found two things gradually happening. One was that I was able to find more and more opportunities to introduce and quiz the students on cognitive concepts. Not only was I doing it during warm-ups and breaks between activities but also at such times as before class and when the students were lined-up for drinks at the end of class.

Probably the most important available time of which I began to take advantage was during what I called "management games." For a long time I had been using management games to get students to respond quickly to my commands and to organize them into different formations and squads. The management games I had been using would have me saying something like, "when I say go every one with blue eyes hop to this line!" or "when I say go those people whose favorite movie was 'Return of the Jedi' take two steps forward and get on your hands and knees!" I prided myself in thinking that I could move the students very rapidly into numerous arrangements and I liked how I planned activity into it. As you can see, rather than having the students simply walk to the new location I had them locomotor in various ways. It nor occurred to me that I could incorporate cognitive teaching into the management games just as I had done with the different locomotor movements. This realization led me into developing management games such as, "when I say go everybody who thinks tumbling is a good activity for aerobic fitness be ready to run and get on one of the taped floor marking!" or "when I say go those girls who think swimming is a good flexibility activity be ready to do a backstroke to the red line!" I still moved the students according to things like eye color, birthdays, and favorite movies; but these new interspersed cognitive games blended in very well.

The second thing that I found occurring as I taught cognitive skills was that I began to use a particular questioning strategy. I used it over and over again and I am convinced that it was much more effective than other ways I used to ask questions. The questioning strategy is simply one in which the instructor poses a question to the entire group of students and then waits maybe as long as eight to ten seconds before picking on a student to respond. The students do not know which of them is going to be called upon since the teacher selects the students in a somewhat random fashion and does not always pick from those who volunteer.

This questioning strategy worked very well for me for a pair of reasons. Firstly, it prevented the frantic hand wavers from dominating and blurting out the answers. This in turn enabled me to get the more reticent students involved. Many times these shy students were also the students who were poor in fitness and motor skills. I was able to draw them out and give them positive feedback in a class in which they especially needed it. It was easy to ask the questions, pick the students, and provide cues so that a high ratio of positive reinforcements could be given.

The other advantage offered by this questioning strategy was that it forced all of the students to rehearse because they soon came to realize that they might very well be singled out to respond in front of the entire class. When I first started using this system some of the students were

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obviously startled when they were actually called upon. They had not been in the habit of rehearsing and thus were in many cases not learning and remembering those things being discussed. I could actually see the transformation of the children starting to prepare themselves for responding. They might not always know the answer but at least they were thinking about it. The waiting for eight to ten seconds was at first a difficult skill for me to learn but once learned, it proved valuable in providing the time many of the students required to think about the question.

How I began evaluating cognitive skills and the results it produced

After a few weeks of teaching my selected concepts as explained above, I became interested in learning how well the students were attaining the skills. I had the feeling from their verbal responses that headway had been made but I really wanted some convincing objective evidence. The logical way to evaluated cognitive skill acquisition was of course to give a written examination. That is what I did. Although the process of making a written examination for third and fourth graders was new to me it proved not to be a difficult process. In writing it I simply had to remind myself to word the questions simply and keep the examination short. I discovered that I did not need to be unduly concerned about the exact wording of the questions because I learned that it worked well to read the questions to the students and thus minimize misunderstanding. I also learned that pictures were often helpful means of communication. The inclass administration time was short. About five minutes was all that was required. Furthermore, I did not feel that I must test each and every class. Many of the benefits of evaluation could be achieved by spot checking selected classes.

I believe that the giving of written examinations produced good benefits. One benefit was that it seemed to make the students realize that knowing these concepts must be important. The students' reasoning appeared to be that if the teacher is testing me on them, they must be important. One of the reasons I had long used physical fitness tests to convey the message to students that it is important to be able to perform these particular types of physical activities. It had not dawned on me until after I had given some written tests that these tests could serve the same purpose in the cognitive domain.

A second related benefit of giving written examinations was that it forced the students to think more about the information. Even though I attempted to promote rehearsal throughout the periods via my questioning strategy and constant review of convered concepts, some students seemed to still not always do so. I found the examinations to concentrate their minds wonderfully. Most of the students labored industriously while writing the examination and many commented that they had thought about the material outside of class because they knew the examination was forthcoming.

The third and perhaps even the most important benefit of using written examinations was that it provided a behavioral data documenting what cognitive skills were being learned in physical education class. This of course provided me with feedback about what concepts were learned and not learned. The results indicating that most of the students had learned a concept were of invaluable aid in making me feel good about my teaching. The results indicating that many students did not yet know a concept served the diagnostic purpose of putting me on the trail of reteaching the idea.

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I have used the behavioral data to provide feedback to both classroom teachers and parents. This was accomplished by including the students' written tests in their report packets. The student report packets were sent home to the parent on a quarterly basis. In the past, the material I sent to the classroom teacher to be included in the report contained only physical fitness and motor skill information and subjective affective statements. I felt good that now I was including the cognitive domain in the students' evaluation and I received many positive comments from both classroom teachers and parents. I even felt that I was having some impact upon the education of these groups.

IF IT'S GREEN, IT MUST BE PICKLEBALL: A BIT OF TENNIS AND BADMINTON (4-8)

Gene Godfrey, Griffin Middle School, Cobb County Schools, Georgia

If you are seeking a new, inexpensive activity in which the equipment costs are minimal, and involves the student in a participation sport that is easy to learn and yields instant self-satisfaction and excitement regardless of athletic ability or strength; then PICKLE-BALL is the game to begin at your school.

Pickle-ball is a net court game that is played by 2 or 4 people. The court dimensions are identical to a doubles badminton court. The doubles badminton court on the gymnasium floor or outside can be converted to a Pickle-Ball court simply by lowering the net to three feet. If you have six badminton courts, you have six Pickle-Ball courts. Light-weight paddles and the plastic perforated ball are the keys to producing exciting, long rallies which consist of volleys at the net and ground strokes similar to tennis. The game involves strategies that include lobbing, overhead slamming, passing drive shots from the baseline, and fast volley exchanges at the net. Pickle-Ball is easy to teach, easy to learn, and is a coeducational game at all levels. It is a great equalizer for differences in age, sex, strength, and athletic ability.

Try Pickle-Ball. Soon you will be playing with "relish!"

Pickle-Ball Charts on Following Pages.

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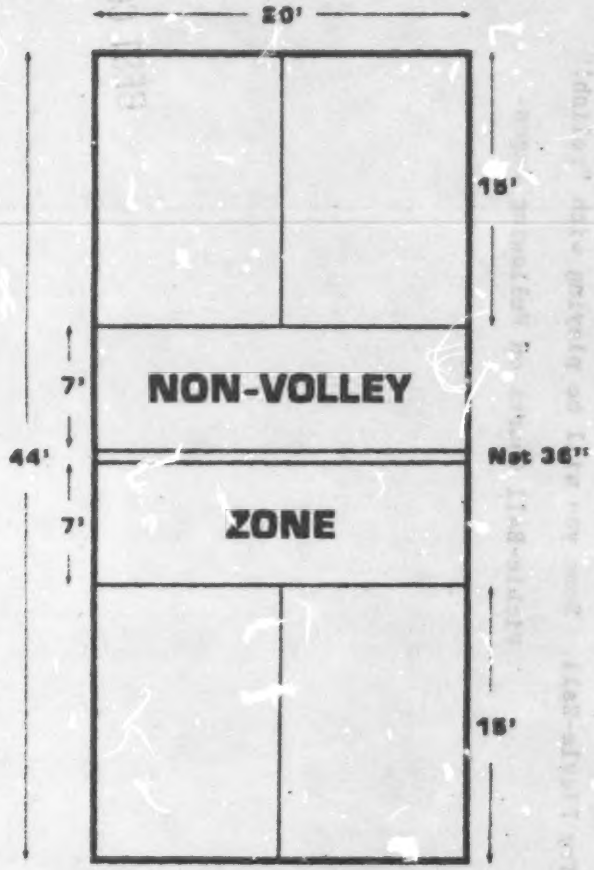

A FUN COURT GAME
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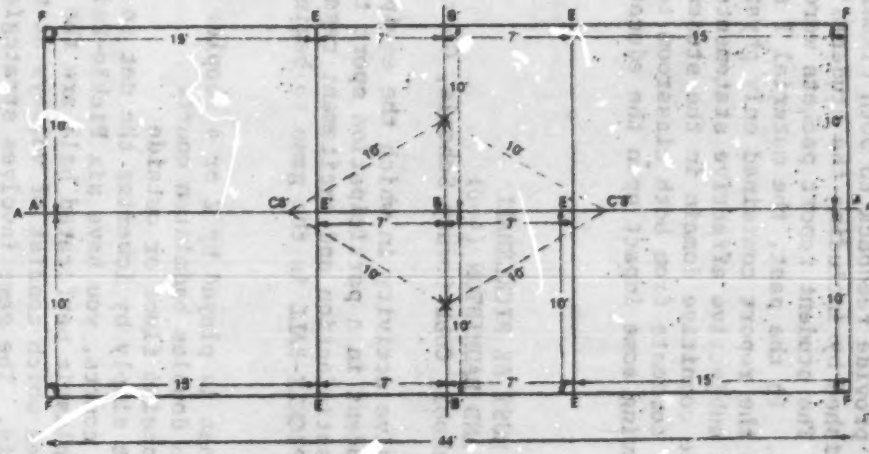

SIMPLE INSTRUCTIONS YOU CAN FOLLOW TO LAY OUT YOUR PICKLE-BALL® COURT.

Equipment Needed

1. Steel Tape Measure. A fifty-foot is best, a 30-foot will work.
2. Three rolls of masking tape.
3. One quart of cement paint, white is best.
4. A chalk box snap line.

Be as accurate as possible in measuring and marking all distances.

A. Finding the center of the surface:
   1. Mark line A. Find the center of the surface at each end and snap a line between the two points with the chalk box.
   2. Measure to the center of line A and mark point B.

B. Making perpendicular lines:
   1. From point B measure up line A 8' to make points C and C'.
   2. From points C and C', with a pencil mark 10' arcs to make two perpendicular points to line A. Use the chalk box to make the perpendicular line. (This line will be the net line.)

C. Marking the court boundry lines:
   1. Using the distances shown on the layout, mark points B', E', and A'.
   2. Measuring from points E', and B' make points E.
   3. Starting from points E, and A', mark outside boundry points F.

D. Connecting boundry Points and Non-Volley Zone line:
   1. Connect points F for outside boundary lines and points E to make non-volley zone line.

E. Checking the court to make sure it's rectangular:
   1. Diagonals from points F should be the same and should measure 46'-4"
      For the 20' tape diagonals E' to F should be the same and should measure 18'.

IMPORTANT

Check all measurements after marking lines and after taping to make sure the distances are correct and the diagonals match.

The lines should be made 2" wide and fall on the inside of the length and width measurements. The Non-Volley Zone line is made inside the 7' measurement. The center line should split center measurement, but does not pass through the Non-Volley Zone.

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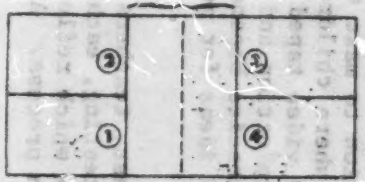
OFFICIAL PICKLE-BALL RULES

1. **COURT**—The size of the court is 20' x 44' for both doubles and singles. The net is hung at 36" at the ends, and hangs 34" in the middle. When laying out a court, allow adequate space at each end and side of the court boundary lines for player movement. (Three to five feet at ends and six to two feet on sides.) However, it should be noted that many family's play Pickle-Ball with little or no back and side court and enjoy the game.

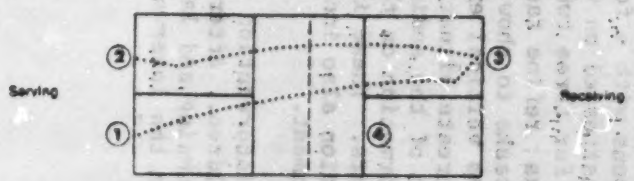
2. **SERVE**—Player must keep one foot behind the back line when serving. The serve is made underhand. The paddle must pass below the waist. The server must hit the ball in the air on the serve. He is not allowed to bounce it, then hit it. The service is made diagonally cross court and must clear the non-volley zone. Only one serve attempt is allowed; except if the ball touches the net on the serve and lands in the proper service court. Then the serve may be taken over. At the start of each new game, the 1st serving team is allowed only one fault before giving up the ball to the opponents. Thereafter both members of each team will serve and fault before the ball is turned over to the opposing team. When receiving team wins the serve, the player in the right hand court will always start play.

3. **VOLLEY**—To volley a ball means to hit it in the air without first letting it bounce. All volleying must be done with player's feet behind the non-volley zone line. NOTE: It is a fault if the player steps over the line on his volley follow through.

Position of players at net when volleying



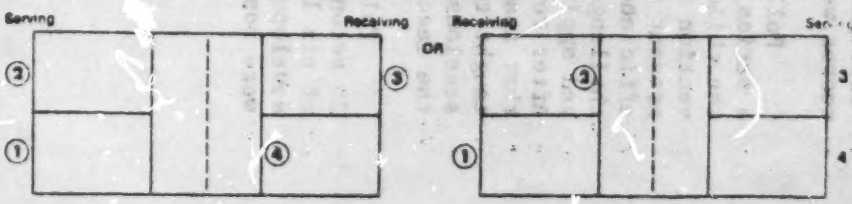
4. **DOUBLE BOUNCE RULE**—Each team must play their first shot off the bounce. That is, the receiving team must let the serve bounce, and the serving team must let the return of the serve bounce before playing it. After the two bounces have occurred, the ball can be either volleyed or played off the bounce.



5. **FAULT**—
   a. Hitting the ball out of bounds.
   b. Not clearing net.
   c. Stepping into the non-volley zone and volleying the ball.
   d. Volleying the ball before it has bounced once on each side of the net as outlined in rule 4.

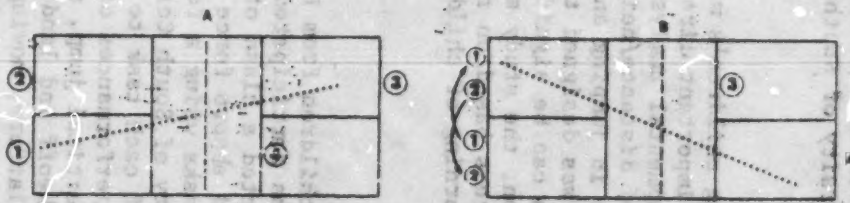
6. **SCORING**—A team shall score a point only when serving. A player who is serving shall continue to do so until a fault is made by his team. The game is played to 11 points; however, a team must win by 2 points.

7. **POSITION OF PLAYERS FOR DOUBLES AT START OF GAME**



8. **DETERMINING SERVING TEAM**—Players may toss a coin or rally the ball until a fault is made. Winner of the toss or rally has the option of serving first or not serving first.

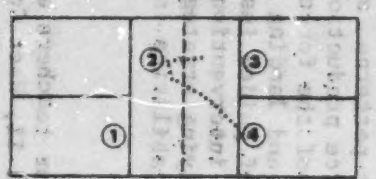
9. **DOUBLES PLAY**
   A. Player in RIGHT HAND court (1) serves diagonally across court to receiver (3) in opposite RIGHT HAND court. The ball must clear the non-volley zone and land in the RIGHT HAND service court. The receiver (3) must let the ball bounce before returning the serve. Serving team must also let the return bounce before playing it. (Rule 44 Double Bounce Rule). After the two bounces have occurred, the ball may then be either volleyed or played off the bounce until a fault is made.
   B. If the fault is made by the receiving team, a point is scored by the serving team. When the serving team wins a point, its players will switch courts and the same player will continue to serve.



When the serving team makes it's first fault, players will stay in the same court and the second partner will then serve. When they make their second fault they will stay in the same courts and turn the ball over to the other team. Players switch courts only after scoring.

10. **SINGLES PLAY**—All rules apply with the following exception: When serving in singles, or a player serves from the RIGHT HAND court when his score is 0 or an even number, and from the LEFT HAND court when his score is odd numbered.

11. **GENERAL TIPS**
   a. Both members of the serving team should be back near the base line at the time of the serve so that neither will forget to let the first returned ball bounce before they return it. (Double Bounce Rule)
   b. After the ball is in play, lobbing it over the opponents head can be effective strategy.
   c. A ball landing on any line is considered good.
   d. If a player sees that the ball is going to land in the non-volley zone, and he is going to let it bounce, he may move into the zone before it bounces, but must let it bounce before returning it.



e. The player who starts the game in the right hand court (score 0) will always be in the right hand court when his team's score is 2, 4, 6, 8 and 10.

f. The head below the wrist is considered part of the paddle and shots off any part of it are good.

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IF IT'S GREEN IT MUST BE PICKLEBALL (Cont'd)

WHAT WE KNOW ABOUT JUMPING AND LANDING

Peter Werner and Judy Rink, University of South Carolina, Columbia

Purpose

Process/product research in assessing children's movement as well as teaching effectiveness is evolving as an important direction in studying teaching/learning. By combining a developmental analysis of children's movement patterns, and product measures of distance/height in jumping along with force production/absorption measures in jumping and landing through the use of the force platform, the study was designed to determine whether the jumping and landing abilities of children can be significantly changed as a result of guided instruction. In addition, the study sought to determine whether intervention in the teaching process based on refining, extending, and applying strategies can alter the learning of children's jumping and landing abilities in a significant way.

Method

Four teachers and 160 second grade children from Lexington School District II, West Columbia, South Carolina participated in the study. Initially each of the four teachers selected a class of 20 second grade children. Student ability to produce and absorb force in jumping and landing was pretested for a variety of tasks using a force platform in the Motor Control Laboratory at the University of South Carolina. Testing also included video taping from a side view of each task to assist in a developmental analysis of immature and refined performances of the children. These tasks called product measures included vertical jump, standing long jump, vertical jump with a one and two foot takeoff and landing on the force platform, long jump off and onto the force platform, moving long jump onto the force platform, and jump from a height for distance onto the platform. All scores were recorded in number of body weights to the nearest tenth.

Following the pretest, each teacher independently developed and taught a series of six lessons with a focus on jumping and landing. After six lessons the children were posttested on the same tasks. Teachers then received intervention instruction for three two-hour sessions with a focus on how teachers present initial tasks; refine tasks for quality performance and mechanical efficiency; extend tasks to show horizontal expansion for a variety of movement challenges as well as vertical expansion to make them easier or more difficult; and apply tasks to create situations where children test their skill level. After reviewing each of the audio and video taped lessons, it became clear that inaccurate information on the production and reduction of force was being taught to the students. These inaccuracies became a focus of the intervention sessions. Intervention also included ideas for more effective management of the teaching environment.

Following the intervention process, teachers selected a second class of 20 second grade children. After pretesting, each teacher taught a second set of six lessons on jumping and landing which reflected changes in content development based on the intervention process. After the six lessons children were posttested.

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Discussion

Based on the product measures in this study it is obvious that teachers have differential effects on student learning. In preintervention two out of four teachers produced regression in the ability of students to produce and reduce force. In the preintervention period one teacher also produced regression in the ability of students to perform the vertical jump for height. One of the teachers in the study consistently produced positive results in both preintervention and postintervention groups.

As a result of analysis from the audio and visual tapes during the preintervention period, the following instructional factors were identified as contributing or not contributing to student achievement.

1. accuracy of learning cues being provided to the students.
2. clarity of presentation.
3. accountability for student responses through congruent feedback.
4. appropriateness of new tasks to previous student responses/ skill level.
5. patterns of class management/organization.

Examples of the above points follow. With respect to the accuracy of learning cues, three out of four of the teachers failed to identify and/or communicate the important role of the ankles in force reduction which resulted in students landing flat footed. In the postintervention Teacher A encouraged students to vertical jump facing the wall. Behaviors which represented clarity of presentation or lack of clarity included use of demonstration, whether cues were given at all, quality of cues, and the number of cues (too many or few). Student accountability for quality performance was also identified as being a critical factor in achievement. Narrow focus, sequencing of what is important, continued refinement for a single quality and congruency of feedback proved to be important factors in student improvement. Teachers who were ineffective changed level of task difficulty before students were ready and provided too many focuses for movement (bend at the knees, hips, ankles, and do a tricky shape in the air). The effective teachers established high levels of student ability to produce and reduce force (floor work) before moving on to more complex conditions (moving jumps and use of large equipment). Management/ organization was a problem for only one teacher. Small spaces, long lines, off task behavior, inaccountability for performance, lack of signals, high levels of noise, no established rules of procedures and no consequences for behavior all contributed toward a learning environment which was not conducive to learning. The above factors became the focus of the intervention sessions. Documentation of changes in teaching behaviors will be presented in another paper.

There were clear changes in product measures in the postintervention group. Postintervention scores in students ability to reduce force were significantly improved. This is attributed to the emphasis during the intervention sessions on how to reduce force from elevation through accurate information and task development. The emphasis put on force reduction during intervention sessions in turn produced an unanticipated decrease in student scores from pre- to posttest for all four teachers on force production. Another possible explanation for decrease in force production was the landing constraints placed on students by the force platform. Students of all four teachers in the post-intervention groups increased their performance in the jump for distance. No emphasis was placed on the vertical jump for height during the intervention sessions. Postintervention scores increased for two groups and decreased for two groups. This reinforces the importance of specificity of information which in this case was the responsibility of the intervention.

PERCEPTUAL-MOTOR ACTIVITIES: A MUST IN ELEMENTARY PHYSICAL EDUCATION (K-2)

Andrew H. Lewis, College of Charleston, South Carolina

Perception is the integration between a child and their environment. Thus, it enables the child to interpret objectives and events and assists in the acquisition of learning. There is a growing awareness in the field of physical education that the factors which differentiate poor and proficient performance in motor skills, are related to perceptual characteristics. Therefore, the perceptual development of children cannot be overlooked.

The perceptual-motor education concept is based on the theory that correlation of movement is centered in the brain stem and that reading, writing, spelling, and speech are controlled by this area of the neurological system. If the child has good perceptual-motor skills, then the motorneural system has matured and developed to the point that it is not a negative factor in the process.

Perceptual-motor competency is made up of a number of movement factors (hand-eye, foot-eye, general motor, fine motor, hearing discrimination, identification of body parts, laterality, directionality, and balance), which provide the basis for assessment and perceptual-motor development. Theory holds that if one assessed each of these factors, collectively one has assessed perceptual-motor competency. Furthermore, if one selects activities that provide movement experiences purporting to develop each of the qualities, perceptual-movement competency is developed.

PERCEPTUAL-MOTOR FACTORS

Hand-eye and Foot-eye:

Coordination which involves successfully tracking objects in throwing, catching, and kicking skills.

SIGNIFICANCE: Visual tracking is an important skill in reading. control of one's eye movements will enhance visual discrimination by teaching the child to selectively attend to relevant visual stimuli and to ignore extraneous material in a target field.

General Motor:

Coordination which can be defined as the ability to move in good rhythm and muscular control (jump, hop, skip, slide, etc.).

SIGNIFICANCE: Control of the large muscles is needed in executing locomotor movements. During the course of a day, large muscle groups enable children to sit up, stand, walk, play, etc. Development of these muscles is essential for successful performances of daily physical tasks.

Fine Motor:

Efficient utilization and coordination of the small muscles of the hands to manipulate objects of varying sizes is fine motor skill.

SIGNIFICANCE: Control of the small muscles is needed in executing movements associated with grasping, releasing, etc. These movements are basic to the advanced academic skill of writing and in the development of the ability to use tools.

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Hearing Discrimination:

This is the ability to efficiently utilize the hearing system.
SIGNIFICANCE: Discrimination and selective attention to sound is essential in helping children increase their effective use of auditory information. By becoming a better listener and by learning to ignore unrelated noise, one may begin to hear important concepts needed to improve his/her academic and perceptual-motor growth.

Identification of Body Parts:

A child's ability to locate and move various parts of the body individually or in combination is body-part awareness.
SIGNIFICANCE: Knowledge of the body parts and their location are essential elements of body image. One's knowledge of the names and functions of various body parts in relation to self, others, and the environment is needed to enhance playing and learning.

Laterality:

Laterality is an internal awareness of the left and right sides of the body in relation to self and to external objects. It involves the knowledge of how each side is used independently or simultaneously.
SIGNIFICANCE: Knowledge of the functioning and existence of the sides of the body is an essential element in many academic skills such as reading and writing. These two skills require the hand and/or the eyes to move from the left to the right in a coordinated fashion. In addition, interpretation of left and right directions is constantly required when dealing with the environment.

Directionality:

An internal awareness of the concepts of up-down, over-under, around-through, etc., and how these concepts relate to self, to objects, and from object to object is directionality.
SIGNIFICANCE: Knowledge of directional concepts is essential in developing one's ability to successfully function within his/her environment.

Balance:

Balance can be defined as a means of maintaining dynamic/static equilibrium in a one, two, three, or more base position.
SIGNIFICANCE: One spends a majority of time adjusting, adapting, and correcting body position while moving or standing still. A child with good balance should be able to exhibit good control of the center of gravity in all three aspects of balance - static (in place), dynamic (moving), and rotational (in flight).

PERCEPTUAL-MOTOR ACTIVITIES

Relay Games:

The following relays can be developed using cards with letters, numbers, colors, or shapes.

Directions: The student are divided into two teams/one line with small group. The students must go up and pick the (letter) called by the leader and return to the line.
Adaptations: This can be done using a: walk, run, skip, hop, jump, etc.

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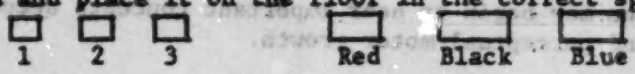
Same directions only this time you have numbers placed on the floor one upon the other, the students must take the (number/letter) return them and place it on the floor in the correct spot.

Example: 

Directions: Complete the outline course; question to group: How long will it take you to do this? Record what they tell you, then record how long it actually took. This can be used to develop a Math concept.

Adaptations: Can be done: running, walking, hopping, scooter boards, etc.

Directions: Place two different color lines on the floor, one for right foot the other for the left foot. The students must (walk, run, hop, etc.) up and pick up an object then return. Going up the right foot will touch the color for that foot and the reverse coming back. They must be told which colors match which foot before they start.

Individual Activities:

The Students must execute the following activities when shown a specific color, that color can be paired with a number card that tells the students how many times or the distance they are to perform the skill.

Example: Red-Jump Number Card-5

Balance Beam: Using same direction as above. However, the color movements on the beam may be: Blue-Forward, Red-Backward, Green-left foot leading, etc.

Throwing and Catching

1. Use different color balls
2. Target with numbers
3. Target with letters

Running

1. Using different speeds
2. Run at different levels
3. Use different positions

Body Parts Game: Name the part I touch, etc.

Word/Numbers Game

The students are to (jump, hop, stand, etc.) on the area called by the leader.

A	B	C	D
E	F	G	H
I	J	K	L

1	2	3
4	5	6
7	8	9

This same game can be used with a group working together, they can stand on the letters to spell a word or a classmates name, it can also be used to promote math concepts.

SPECIALIZED PERCEPTUAL-MOTOR ACTIVITIES

Angels in the Snow

The movement pattern Angels in the Snow receives the name from a traditional snow activity in which children lie in the snow on their backs and move their arms in an arch form a position overhead along the ground to their sides, thus outlining angels in the show.

Children lie on the floor on their backs, with their legs together and arms at their sides. On command, the designated limbs move, the arms moving along the floor to a position above the head and the legs moving apart. Commands can single out one limb, two can be designated, or in full bilateral action, both arms and both legs can be moved.

PLANNING YOUR OLYMPIC WEEK

Del Edwards, East Cobb Middle School, Marietta
Joe Krasevec, Georgia State University, Atlanta

Order of Presentation: Joe Krasevec will introduce the topic and tell how the project of "Olympism in the Schools" began. Del Edwards explains how the program was organized at East Cobb Middle School. Videotape of the "East Cobb Olympics". Questions.

Summary of Presentation: The first "East Cobb Olympics" was held in May of 1984. To insure a successful project, careful planning must take place throughout the school year. The presentation will provide the middle school and elementary school teacher with ideas that will help in planning an Olympic week.

The "East Cobb Olympics" was held to teach each student about the Olympic ideals and have them experience some of these ideals. Our main focus was on the idea that excellence in man is celebrated not only by winning, but more importantly by participation in an endeavor of one's choosing, whether it be group or individual competition. Baron Pierre deCoubertin, father of the modern Olympics, said it best in 1896:

> "The most important thing in the Olympics is not to win, but to take part. The important thing in life is not the triumph, but the struggle. The essential thing is not having conquered, but to have fought well."

The "East Cobb Olympics" consisted of athletic events through the physical education classes and studying various Olympic topics through academic classes. In the videotaping that will be shown, several examples of classroom learning activities will be presented. These include Olympic poems, television commercials, newspaper articles written by the students, and an Olympic "Trivial Pursuit". Also shown on the tape will be shots from the opening ceremonies athletic events, awards presentation, and closing ceremonies.

When organizing your Olympics, you may want to follow the timetable that is listed below. There are three handouts that follow showing what information was presented to students and teachers.

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S-34 PLANNING YOUR OLYMPIC WEEK

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Pre-Planning: Give a brief 10-minute introduction of the Olympics. The purpose is to make faculty and staff aware of the idea and give them eight months to cut out any articles they might see in magazines, collect ideas from other teachers, etc. The dates of your Olympic week should be given so that all teachers can write it in on the yearly calendars.

January: Show a short videotape of the Olympic idea for motivational purposes. Get volunteers from each academic area. These volunteers will help in planning the classroom units for their particular areas. Give out first handout (enclosed is a sample).

Mid-February (2 1/2 months before event): Give second teacher handout (sample enclosed) to keep the idea in the teacher's minds. Also, go over the first student handout with each class to start building momentum.

Early April: Meet with a representative from each academic team to explain details of the Olympic week.)This "Pre-Olympics" handout will be given out at the conference). The Physical Education staff should be assigned responsibilities. Homerooms select country to represent.

One Week Before Event: Review procedures with team representatives. Opening ceremonies reviewed. Explain the procedures to the students (include schedule of events, rules of events, awards to be given, opening ceremonies, and signing up procedures.

SCHEDULE OF ATHLETIC EVENTS

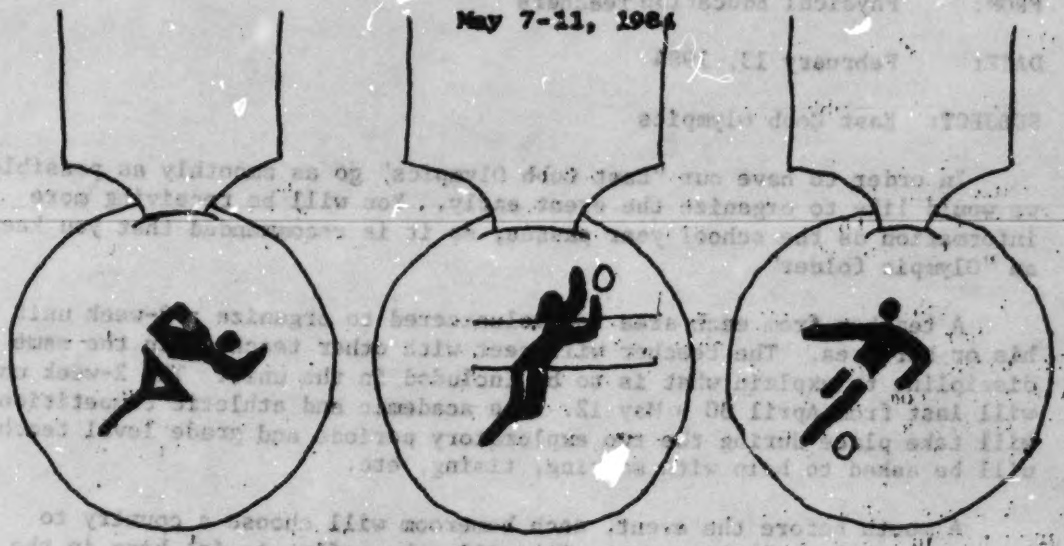
Each student may sign up for 1 track and 2 sporting events OR 1 sport and 2 track events.

DATE		
Monday May 7	6th and 7th grades: None	6th and 7th grades: 200 yd. run Discus 440 yd. relay Long Jump 880 yd. relay Pentathlon Mile relay (today's 3 events Shot put will be shot put, long jump, 200 yd. run) 8th grade: same as 6th and 7th
Tuesday May 8	6th/7th: Basketball, Bowling, Girls Floor Hockey 8th: Basketball, Archery, Bowling	All grades: 50 yd. dash, softball, throw, pentathlon (softball throw)
Wednesday May 9	6th/7th: Chariot races, Boys Floor Hockey, Horseshoes 8th: Volleyball, Horseshoes	All grades: 440 yd. run, 880 yd. run
Thursday May 10	All grades: Indoor Soccer, Shuffleboard	All grades: 3-mile run
Friday May 11	All grades: Tug-O-War, Teacher Jump Rope Marathon	All grades: 1 mile run Pentathlon (mile run)

Teacher Handout #1

1984 EAST COBB OLYMPICS

May 7-11, 1984



The original Olympics included far more than athletic events. The concept of the ancient Greek games was a combination of the arts and athletics. Poets, playwrights, dancers, painters, sculpters, musicians, folk singers, bands, choral singers, and scholars all participated in a celebration of the excellence of man.

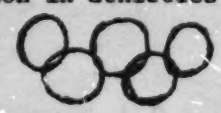
The East Cobb Olympics is to be a learning experience. The purpose is to teach that excellence in man is celebrated not only by winning, but more importantly by participation in an endeavor of one's choosing, whether it be group or individual competition. Baron Pierre deCoubertin, Father of the Modern Olympic Games, said it best in 1896:

THE IMPORTANT THING IN THE OLYMPIC GAMES IS NOT TO WIN, BUT TO TAKE PART.
THE IMPORTANT THING IN LIFE IS NOT THE TRIUMPH, BUT THE STRUGGLE.
THE ESSENTIAL THING IS NOT HAVING CONQUERED, BUT TO HAVE FOUGHT WELL.

-Olympic Creed-

The East Cobb Olympics will be a fusing of the old and new games. This will be accomplished by participation in activities within the academic and exploratory areas.

Preparation for the Olympics will take place during the week of April 30 to May 4. The opening ceremonies will take place on May 7 and will be followed by weeklong competition in athletics and some academic areas.



The Olympic symbol symbolizes the union of the five continents and the meeting of athletes from all over the world at the Olympic Games in a spirit of fair and equal competition of good friendship.

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Teacher Handout #2

EAST COBB MIDDLE SCHOOL

TO: All Teachers

FROM: Physical Education Teachers

DATE: February 13, 1984

SUBJECT: East Cobb Olympics

In order to have our "East Cobb Olympics" go as smoothly as possible, we would like to organize the event early. You will be receiving more information as the school year passes, so it is recommended that you keep an "Olympic folder".

A teacher from each area has volunteered to organize a 2-week unit in his or her area. The teacher will meet with other teachers in the same discipline to explain what is to be included in the unit. The 2-week unit will last from April 30 - May 12. The academic and athletic competition will take place during the two exploratory periods and grade level teachers will be asked to help with scoring, timing, etc.

A month before the event, each homeroom will choose a country to represent during the Olympics. You will make a flag to (a) hang in the hall during the non-exploratory periods and (b) carry in the opening and closing ceremonies and (c) put on display during athletic competition. You will receive information on this later.

As in past "field days", the competition will take place between academic teams. There will be a variety of events offered so that each student can find at least one event to enter. Points may also be earned through academic contests such as essay contest, math contest, etc. This is similar to the ancient Olympics where there were awards for poetry, drawing, writing, and other similar areas. The homeroom with the highest percentage participation will also receive a plaque and points for the team. Once again, we are emphasizing the words in the Olympic Creed.

Each homeroom teacher is free to make any kind of bulletin board or displays, however, the Olympic Creed should be included in each display.

Although we are over three months away from our "Olympic Festival", the Physical Education Staff feels it important to make each of you aware of the procedures being followed. As stated before, we are looking forward to cooperating with each of you in making this a successful event for students, faculty, and staff.

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EAST COBB OLYMPICS
May 7-11

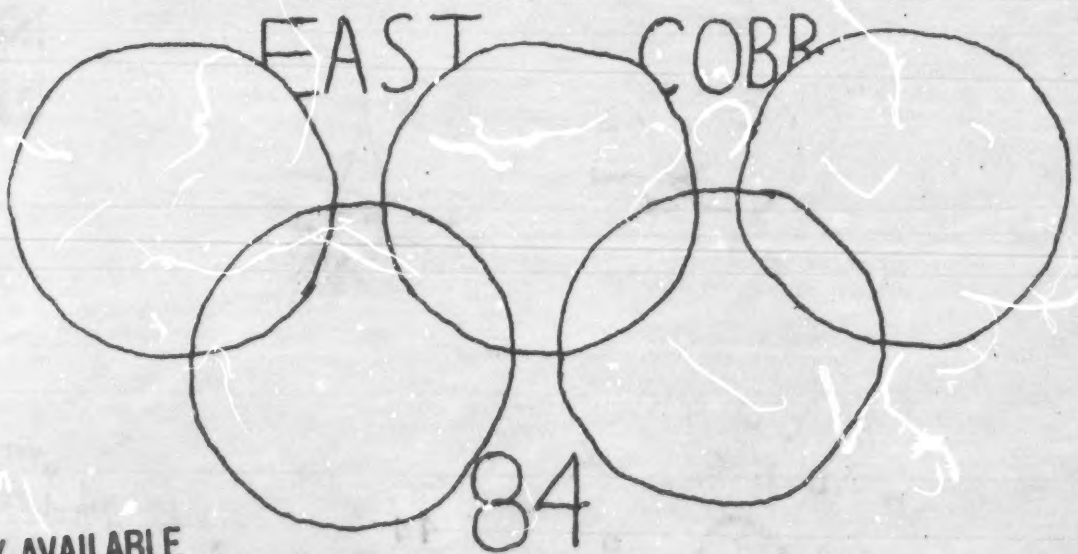
Student Handout

In the spring of 1984, East Cobb Middle School will have it's own "Olympics". The event will be a learning experience through academic and unified arts activities. In these classes, the student will gain a general understanding of the Olympic movement; history, purposes, present-day problems of the Olympics, preparation for the 1984 Los Angeles Olympic Games, and other related topics. In physical education class, students will prepare for activities that will take place from May 7-11. Throughout these events, the spirit of Olympism will be emphasized. This means that the student will exhibit those values that are important in competitive activity...sportsmanship, brotherhood, cooperation, camaraderie, fitness, achievement, pride, and participation.

The "Olympic Week" will begin with the opening ceremonies. The events will then begin with the 200 yard run, the first event in the original Olympic Games. In addition to athletic events, the original Olympic Games included contests in poetry, art, and writing. There could be such contests in your academic classes. The athletic events will consist of track and field events, team sports, and individual sports. First, second, and third place awards will be presented to winners in each event. There will also be plaques presented to the homeroom with the highest percentage participation, the team with the highest number of points earned, and the team with the best sportsmanship.

The Olympic flag shows the official Olympic symbol; five interlocked rings whose colors are blue, yellow, black, green, and red. The Olympic creed will be emphasized during the Olympics. It states:

THE MOST IMPORTANT THING IN THE OLYMPIC GAMES IS NOT TO WIN,
BUT TO TAKE PART.
THE MOST IMPORTANT THING IN LIFE IS NOT THE TRIUMPH,
BUT THE STRUGGLE.
THE ESSENTIAL THING IS NOT TO HAVE CONQUERED, BUT TO HAVE
FOUGHT WELL.



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CREATING YOUR OWN GAMES

Sherri O. Smith, Fort McClellan Elementary School, Anniston, Alabama

HOW TO USE GAMES IN THE CLASSROOM
(For Learning or Just for Fun)

Introduction:

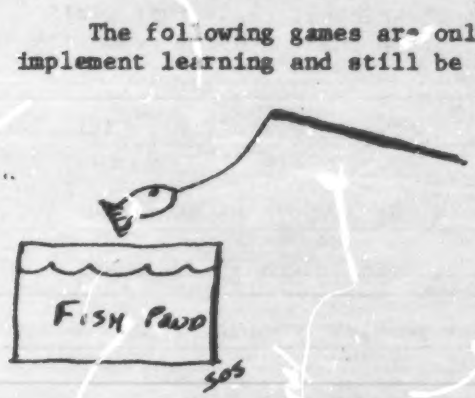
Games can be used creatively in the classroom to reduce the monotony of everyday learning activities, to provide refreshing breaks during the day and to help students develop important socialization skills.

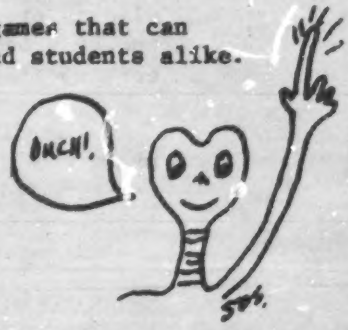
Children are always making games out of their daily chores or getting side-tracked by game playing when they are supposed to be doing their school work, for the simple reason that games make hum-drum activities more interesting. A creative teacher can take advantage of this tendency by incorporating game-situations into her lesson plans.

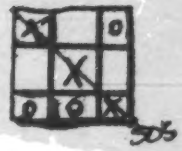
Games as Learning Devices:

Games do not have to be solely for recreation. Children can learn from specially designed games without even being aware they are doing so.

The following games are only a few examples of some games that can implement learning and still be lots of fun for teacher and students alike.







Game: Science Squares (Alias: Hollywood Squares)

Object: To win one round a player's team must win two out of three games. To win an individual game a team must be the first to get their symbol (either X's or O's) in three consecutive squares in any direction: vertical, horizontal, or diagonal (just as in Tic Tac Toe), or in lieu of getting three symbols in a row, by being the first player to get five of his symbols anywhere on the board.

Play:

1. Select 9 members of the class to be scientists, give them each a number from 1-9 and seat them at the front of the class.
2. Divide the class into two teams, the X's and the O's.
3. Draw the Scientist's Squares on the board.

1	2	3
4	5	6
7	8	9

4. The first player selects any number from 1-9.
5. The teacher asks a question relating to the topic currently being studies in class of the "scientist" with that number.
6. The "scientist" either answers the question correctly or gives a bluff for an answer.
   The player then says "I Agree" or "I Disagree" with the scientist's answer.
7. If a scientist answers a question correctly and the player agrees, the player gets the square and his team's symbol goes in the square.
8. If a player agrees with an answer which is incorrect, the player's opponent gets the square.
9. If a player disagrees with an incorrect question he gets the square.
10. If a player disagrees with a correct answer, his opponent gets the square.
11. If a player wins the square, the teacher puts the player's symbol in the square. If the player loses the square, the teacher puts his opponent's symbol in the square. This is true in all cases EXCEPT where giving the square to a player's opponent would win the game for the opponent. A GAME MUST BE WON WITH A CORRECT ANSWER.
12. Players alternate in picking a square and agreeing or disagreeing with the scientist's answer to the questions.

WINNING: EACH TEAM MEMBER ON THE WINNING TEAM WILL RECEIVE FIVE BONUS POINTS.

NOTE: When studying a certain unit the scientist may be called by the names given to that specific type of scientist. (i.e. Astronomers, meterologists, etc.)

Science squares can also be used for other subjects besides science. The questions should be study questions derived from the unit of study. This is a terrific review for the day before a test!

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Instructions for making Bingo Cards:

Draw off Bingo cards with five columns down and five across. Put the letters B I N G O across the top of the card. Make copies of the card and laminate or cover with clear contact paper. Different vocabulary words can be filled in with non-permanent markers or crayons each week.

B	I	N	G	O

Instructions for Bingo Cards

**Use only non-permanent felt-tip markers or ball point pens on cards!!!

Write one word from the list of words into each box. Mix the words as you write them in the boxes, but use each word only once.

Your teacher will ask questions, the answers of which are in the list of words you have transferred to the boxes, though not in that order. After hearing the question, look for the answer in the boxes. When you have found it, cross that box out the same way the bonus box is crossed out. When you have crossed out one line horizontally and one line vertically you have a BINGO!!

FISH POND

Materials: Fish made from construction paper with questions written on one side and a paper clip on each fish.

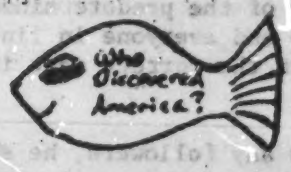
Stick with a string tied to one end and a small magnet attached to the other end of the string.

Cardboard box covered with blue paper or painted blue and the words "Fish Pond" written on it with black marker.

Two strings about 1 foot long.

Play: Divide the class into two teams. One player from the first team will "Go fishing" with the magnetic fishing pole. He/she will have three seconds for the magnet to attract one of the paper clips and to "catch" a fish. If he/she can answer the question on the fish he keeps the fish and puts it on his team's string using the paper clip. If he/she cannot answer the question, he/she has to throw the fish back into the "fish pond". Next, the process is repeated by a member of the other team. The two teams alternate "fishermen" until all fish are caught or for a designated amount of time. The team with the "biggest catch" is the winner of the game.

Note: If two fish are caught at once they may both be kept if both questions are answered correctly.



FISH POND (Cont'd)

Variations: This game can also be played "just for fun" or for Physical Education by putting the names of various stunts on the fish (i.e. - stand on your head, do a cartwheel, etc.) and allowing the team to keep the fish if they can correctly perform the stunt.

GAMES - "JUST FOR FUN"

There are times during any school day when some students are finished with their work and need a break, particularly during inclement weather. When there is no chance to get out and let off steam, games can come in handy for giving students refreshing breaks from their learning activities and a chance to relax and socialize with their friends.

The games that follow are very adaptable for classroom use. These games can be played in limited areas and are quiet enough to use while some groups of students may still be working.

(See Pac Man and E. T. Cover Page.)

E.T.

Quiet Classroom Game

Play: To start the game one person is designated as Elliot and one as E. T. Elliot comes to the front of the room, turns his back to the class and hides his eyes. Everyone quietly exchanges places with someone in the room. E. T. then walks around the room and points his finger at someone in the room. The person designated by E. T. says, "OUCH!", loud enough for Elliot to hear but in a disguised voice. Elliot then has three chances to guess who E. T. pointed out (without turning around).

If Elliot does not guess correctly the person touched by E. T., E. T. becomes Elliot, the person touched becomes E. T., Elliot has a seat and play begins again.

If Elliot guesses correctly, He and E. T. have another turn. If he guesses correctly three times in a row, he and E. T. choose two persons to take their places.

PAC MAN

Quiet Classroom Game

Play: One person is designated as Pac Man. Pac Man leaves the room and the teacher appoints five students to be ghosts (i.e. "winky", "blinky", "speedy", etc.).

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Pac Man returns to the room and walks around through the isles tapping students at random on the head. When tapped, the students "took on" and follow Pac Man around the room. If Pac Man taps one of the predetermined ghosts on the head, the ghosts claps his hands twice and everyone in line screams back to his/her seat. The first one seated in the correct seat is the next Pac Man.

Note: If Pac Man picks a ghost before he has any followers, he should continue until he reaches the second ghost. The number of ghosts may be adjusted according to the size of the group involved.

Holiday Games

Holidays are special days and deserve some type of activity to make them more exciting. Original teacher-created games can add a fresh new approach to a holiday celebration. Games designed with a holiday theme may be used as entertainment for a holiday party, during a physical education period or may simply provide an interesting break at the end of a busy day.

For example, as a dramatic change from the traditional Easter Egg Hunt, why not try a "WILD AND CRAZY EASTER BALL HUNT!!! It is really wild, crazy, and eGGs-citing!!!

(SEE EASTER GAME AND HALLOWEEN GAMES COVER PAGE).

Wild and Crazy Easterball Hunt!!!

Type of Activity: Outdoor game

Equipment: Box or Basket
Tennis Balls
Whistle

Play Area: Large, open field with designated boundary lines

Directions for Play:

Collect in advance old tennis balls (one for each participant). Mark numbers on each of the balls with magic markers. (For very young participants you may use different colored circles instead of numbers).

Pass the balls out to the participants and let them see their number (or color). Then, collect the balls all in one large box or basket.

The leader then lines the participants up behind a line drawn across one end of the field, scatters the balls over the field and blows the whistle for the hunt to begin! The first participant back to the line with the correct ball is the winner!

Variations:

To make the game even more exciting you may add that if a participant picks up any ball other than his/her own he/she may throw it away.

For large groups you may play this game as a team sport. For this you need two different colors of tennis balls. Divide the group into two teams and the winning team will be the one with all its participants back at the starting line with their correct balls.

"NINE LITTLE WITCHES"

Halloween Game

Play: Arrange the class in one large circle with one person in the middle. This person is the "Big Bad Witch".

The class sings the following song (to the tune of Ten Little Indians).

One little, two little, three little witches,
Four little, five little, six little witches,
Seven little, eight little, nine little witches,
ALL BETTER RUN!!!

As the children sing, the Big Bad Witch walks around the circle and touches one person each time the class sings a number. Each child that was touched becomes one of the nine "little witches". When the students sing the words "All Better Run", the Big Bad Witch chases all nine little witches around the outside of the circle. If she catches them before they get back to their places they go to the center of the circle and sit in the "stew pot" until the next game. The first person back to his/her place without being tagged by the Big Bad Witch becomes the Big Bad Witch for the next round.

How to Create Your Own Games

By following these very simple steps you should be able to create your own games to meet any special instructional or recreational needs you may have.

Step 1: Determine the Objective or Objectives to be met by the game.
Step 2: List Consideration for number and age of students, space and facilities available, equipment needed, etc.
Step 3: Develop a "Game Plan". Decide upon a type of game or activity you want to develop. Stay attuned to current fads and crazes that are of interest to your students and use these to "spice up" your games. Match the activities to the age and abilities of the students to be involved.
Step 4: Develop Rules for the game. The rules should be developed to help make the playing of the game successfully meet the desired objectives. They may be altered to create a completely different type activity or to adapt the game to a different age group, different locations, etc. New rules may need to be added if a problem arises within the game.
Step 5: Name the Game. Choose a simple name for the game and call the game by its name when introducing it to the children. You will be very pleased when the students start asking to play your very own originally created game!

Example for Creating a Game Using the Five Easy Steps!

1. Objective: To provide an exciting activity that will involve all the students in the classroom but will not disturb neighboring classes.
2. Considerations: Thirty students. Classroom with five rows of desks and limited space.

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3. Game Plan: Would like to use a balloon, soft ball or similar type object and design a "keep-it-up" type of activity that could be played in the classroom.*
4. Develop Rules: (Rules are developed to meet the objectives of the game).
   a) Each row is a team, (teams 1, 2, 3, 4, and 5).
   b) Number on the board from 1 to 5 to record each team's points.
   c) Game is started by leader saying, "1-2-3 GO", and hitting the balloon ((balloon was chosen for use because of safety in the crowded classroom) anywhere in the room (within reach of the students).
   d) Players must remain seated.
   e) Players try to keep the balloon in the air without rising out of their seats.
   f) Players may not talk or yell out after play is started. (*This rule was added because the students tend to get excited and make too much noise for the game to meet the objective of a quiet game.)
   g) Accumulation of points: Points are gained by talking out or causing the balloon to hit the floor (either by failing to hit it or by hitting it out of reach of the other players). Points are marked under the team's number by the score-keeper at the board.
   h) Object of the Game: To NOT score points. The team with the fewest points at the end of the game is the winner.
5. Naming the Game: The name decided upon for the game is "SILENT KEEP-IT-UP".

Variations: A. Use a bean bag or soft ball and toss it from person to person.

B. Divide the class into only two teams and have one on each side of the room.

BEST COPY AVAILABLE

-OTHER PRESENTATIONS TO BE GIVEN-

MOTOR TESTING TO IDENTIFY CHILDREN WITH NEEDS (K-5)
Robert Delano, Mount Bethel Elementary School, Cobb County Schools

TEACHING GAMES/SPORTS FOR EDUCATIONAL OUTCOMES (K-6)
Marie Riley, University of North Carolina, Greensboro

WHAT WE KNOW ABOUT MOTIVATING AND UNDERSTANDING INTERMEDIATE CHILDREN IN PHYSICAL EDUCATION ACTIVITIES OR YES MY KIDS DO THAT AND WHAT DO YOU DO?
Lee Allsbrook, Middle Tennessee State University, Murfreesboro

MASTER CLASS IN EDUCATIONAL GYMNASTICS
Larry Satchwell, Children's Movement Center, Lilburn
(See page 10 of program).

LET'S DANCE (4-8)
Jerry Carmichael, Jim Fletcher, Susan Reader and Mitchell Massaconi
Haynes Bridge Middle School, Fulton County Schools

OUTDOOR PURSUITS FOR YOUNG CHILDREN AGES 3-5
Virginia M. Carusa, Kennesaw College, Marietta

THE 5-STAR TRACK AND FIELD PROGRAM (4-8)
Daryl Siedentop, Ohio State University, Columbus

WHAT ELEMENTARY AND MIDDLE SCHOOL PHYSICAL EDUCATION TEACHERS SHOULD KNOW ABOUT THE PSYCHOLOGICAL LIMITS OF CHILDREN
L. Jerome Brandon, Georgia State University, Atlanta

FOOLIN' AROUND WITH FOOTBAGS (4-8)
Dennie Kelley, University of Tennessee, Knoxville

ADVENTURE PROGRAMMING: THE INNER-CITY ALTERNATIVES (4-8)
Alan M. Sentkowski and John Call, Project Adventure Inc. S.E., Atlanta

LET'S ADVENTURE TOGETHER (4-8)
Alan M. Sentkowski and John Call, Project Adventure Inc. S.E., Atlanta
Brenda E. Phillips, Morrow Junior High School, Clayton County Schools

-SEE FRIDAY PROCEEDINGS-

TEACHING SNOW SKIING AT SCHOOL WITHOUT SNOW!! (5-8)
John Baxter, Colorado Country, Atlanta, Thomas Doyle, Idlewood Elementary School, Robin Rigdon, Dresden Elementary School, DeKalb County Schools

PILO POLO IN A SMALL AREA (K-8)
Joe Hodgson, U.S. Games, Melbourne, Florida

JUMP AEROBICS: PRECISION ROPE JUMPING FOR INTERMEDIATES AND ADVANCED (4-8)
Don Disney, Physical Education Coordinator, Howard Co. School, Ellicott City, Md.

BEACH BALL VOLLEYBALL (4-8)
George Fisher, Austin Peay State University, Clarksville, Tennessee

SITTERCISES: AEROBIC ACTIVITIES FOR THE CLASSROOM (K-8)
Billy Gober, Health and Physical Education Coordinator, DeKalb County Schools

CLOGGING: BEGINNING AT AGE 4-8
Birdie E. Bell, North Georgia College, Dahlonega